

**The Implementation of Word Wall Media on Improving  
Students' English Vocabulary**

**THESIS**



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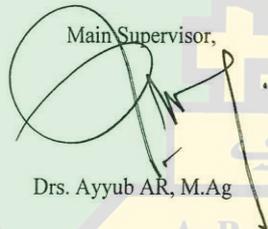
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## ABSTRACT

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Language is a tool to communicate with others and vocabulary is the basic knowledge to have a fluence languages. The students should master vocabulary to improve their language competence. The research conducted at Junior High School 8 Banda Aceh based on their lack of vocabularies. The formulations of the problem in this research are to find out the implementation of word wall media in improving students' vocabulary and to know the students perceive toward the implementation of word wall media. Therefore, this research aims to investigate students' vocabulary mastery improvement by using *word wall media*. In this research, the researcher collects the data by using the techniques; teaching, tests, and questionnaires. The researcher uses the statistical calculation in data analyzed. From the data obtained, the use of word wall media influenced students' vocabulary mastery. It can be witnessed from the pre-test and post-test result or before and after treatment was given. In pre-test result 24% students pass on test and 76% students fail. After being given treatment, 100% successful on tests and 0% fail. Moreover, the hypothesis result showed that  $H_a$  is accepted and  $H_0$  is rejected because  $t_0$  value is higher than  $t_{table}$  value ( $2.064 < 25.35 > 2.797$ ). It means, the implementation of word wall media successfully improves students' vocabulary.

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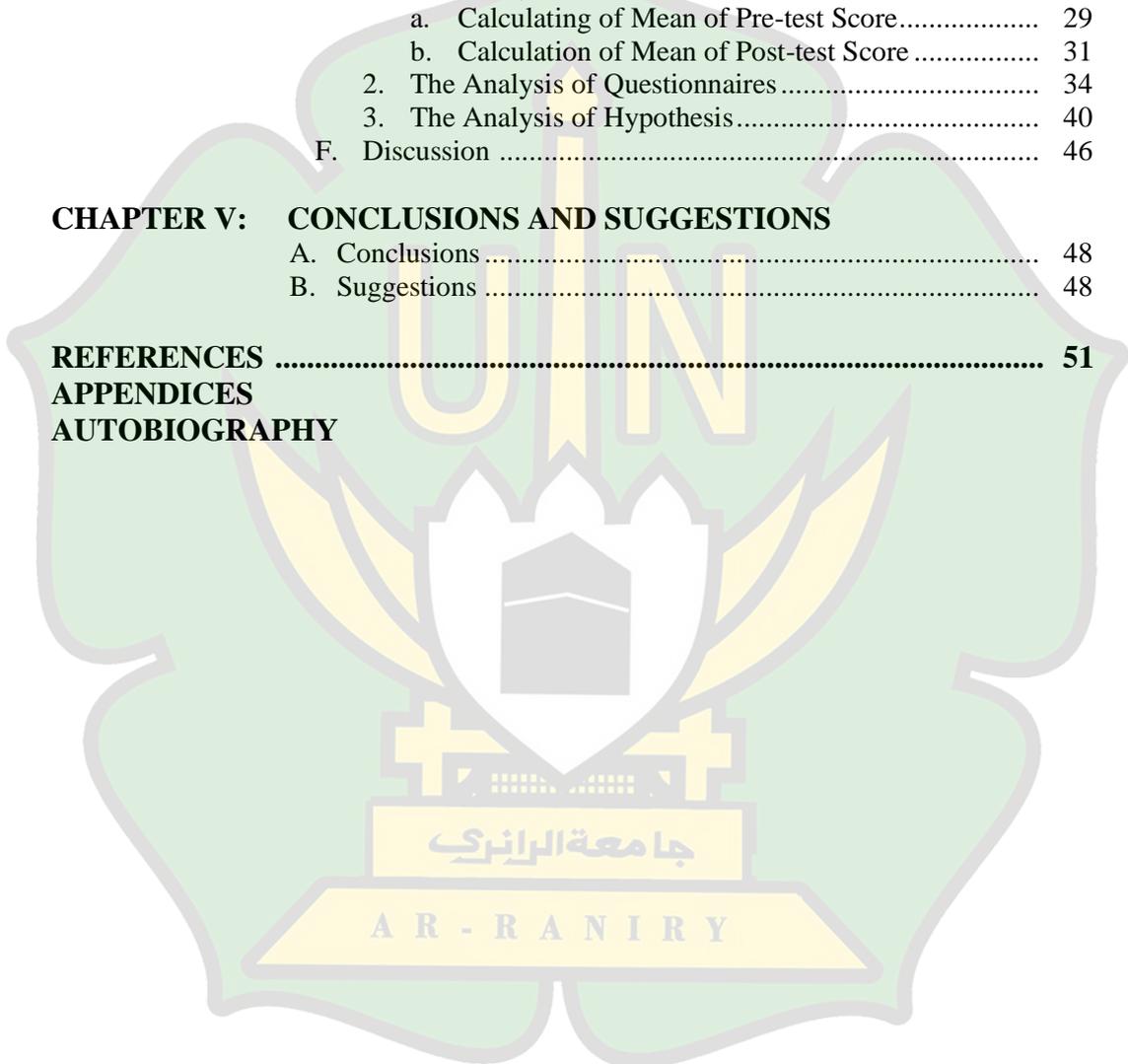
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## CHAPTER I

### INTRODUCTION

As introduction of this research, the researcher will discuss the background of study, research questions, research aim, hypothesis, significance of study, and terminology.

#### **A. Background of Study**

Language is one of the alternative human ways to communicate with others and to deliver thoughts, opinions and information. Reddy (2016) states that, language is the medium by which a person communicates his thoughts and feelings to his fellow men. It means that, all of people in the world using language as media to communicate.

Meanwhile, there are a number of different languages spoken in the world. Some of them have been used as international languages, such as English. Sneddon (2003) states as a global language, it is obvious that English plays an important role in the international interaction. According to Reddy (2016) importance of English language is due to it is international use. This suggest that, as international language English is important to learn in this era, it can help people to increase the knowledge and receive more information.

In other hand, in Indonesia, English is a foreign language which is still studied by many people at schools. Mastering English language is very difficult

for some Indonesian people because it is rarely used in daily life. According to Lauder (2008) Wachendorff stated that English could never be widely used in daily life in Indonesia, or even be the second official language, but rather it should be the first foreign language. Unfamiliarity communication by using English is one of the factors made Indonesian students difficult to speak English itself.

Moreover, teachers should teach the lessons at school with interesting ways which the students difficult to master. Abdurrahman (2015) states the language comprised four skills, namely, listening, speaking, writing, and reading, however, the emphases in the classrooms were on grammar, vocabulary and formal sentence structures in writing and reading as found in textbooks. Mastering English indicates mastering that skills. To master the language skills, vocabulary is one of the important aspects that should be mastered by students and the teacher have important roles to help students in mastering that skills.

Furthermore, vocabulary is a series of words used to express the idea, have well understanding the information and communication. According to Zimmerman (2007) Miller states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences. Wilkins (1972) states that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." This statement clarifies that, by mastering vocabulary the students are easily to obtain more information because they understand the text or passage.

Besides, mastering vocabulary by memorizing only is potentially making the students feel bored. Therefore, teachers should use the tools to support

teaching learning process called multimedia. According to Sakat et al (2012) Multimedia is combination two or more types of media to convey an idea, with the assistance of both audio and visual media. In this research, media are one of the tools which can help teachers in delivering the lessons and also help students in understanding the teacher explanation. In teaching English vocabulary itself, media are helpful for the students because through the media students are able to understand more what the teacher teaches.

Afterwards, media can be divided into three items; audio, visual and audiovisual. According to Webster Dictionary, audio refer to hear something that can be heard such as music or tone from radio or tape. While, visual is material that can be seen such as picture, drawing and sketch. According to Oxford Dictionary (2011, p.495) visual is conected with seeing or sight. Then, audiovisual is something that can be heard and seen. It is stated in Oxford Dictionary audiovisual (2011, p.24) is using both sound and pictures. In this research, the researcher only focuses on visual media which includes word wall media.

Word wall is effective media applying for students, because the working principle of word wall media is stuck the vocabulary on the wall with a large size that allows students to see from a distance. Villaume and Brabham (2001) Kiger and Cooper (2003) states that word wall is a collection of high-frequency sight words that are appropriate for particular age, classified into group or categories and located on wall of a classroom for children to easily see and learn. Thus, any word stuck on the classroom wall are considering a word wall.

Regarding to word wall media, there is previous research conducted by Nur Aeni Kasim in SMPN 26 Makasar with the title Increasing the Students' Vocabulary Mastery by Using Word Wall Media proved that word wall media effectively and successfully improved students' vocabulary.

Based on researcher survey results on September 15, 2017 at Junior High School 8 Banda Aceh, the researcher found that most of students in class VII.3 have lack of vocabulary because they only get vocabulary from textbooks during teaching learning process without other supporting factors such as media. Thus, it hinders students in memorizing vocabulary. Furthermore, Yulianti S.Pd, one of English teacher at Junior High School 8 Banda Aceh said that in teaching learning process, media are rarely use by English teacher. Teachers often teach the students by using textbooks. She also stated that word wall media has never been used during the teaching and learning process.

Regarding to the case above, the researcher will conduct the experimental research by using similar title and different object. The researcher believes that word wall media is an interesting and suitable media to be applied and to improve students' vocabulary.

## **B. Research Question**

1. Does the implementation of word wall media improve students' vocabulary?
2. What do the students percieve toward the implementation of word wall media to improve their vocabulary?

### **C. Research Aim**

Based on the problem above, the aims of this research are to investigate the students' vocabulary mastery improvement and the students' perceive toward the implementation of word wall media.

### **D. Hypothesis**

According to Prasetyo and Jannah (2005) hypothesis is a temporary answer for research question. There are two types of hypothesis;  $H_0$  (null hypothesis) and  $H_a$  (alternative hypothesis).

$H_0$ : word wall media does not improve students' vocabulary mastery.

$H_a$ : word wall media improves students' vocabulary mastery.

### **E. Significance of Study**

This study is expected to give both theoretical and practical advantages, such as:

1. To motivate students in improving their vocabulary.
2. As additional data for English teachers about teaching by using word wall media and the importance of improving students' vocabulary.
3. It is hoped this study to be useful in the field of education and students as a reference in a similar study.

## **F. Terminology**

### **1. Implementation**

According to Oxford dictionary implementation is “The process of putting a decision or plan into effect; execution.” Meyers et al (2012) states implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions. The intent of implementation in this research is the use of word wall media in improving students’ English vocabulary.

### **2. Word wall media**

Heinich et al (1982) stated that media are intermediaries that deliver information between source and receiver. The media used by the researcher to improve students’ vocabulary is word wall. According to Cronsberry (2004) word wall is a group of words that are displayed on the wall, bulletin board, chalkboard, or whiteboard in a classroom. Therefore, in this research word wall media is a collection of words made with markers and cartons or printed vocabulary in large size and then attached to the classroom wall.

### **3. Improving Students’ English Vocabulary**

#### **a. Improving**

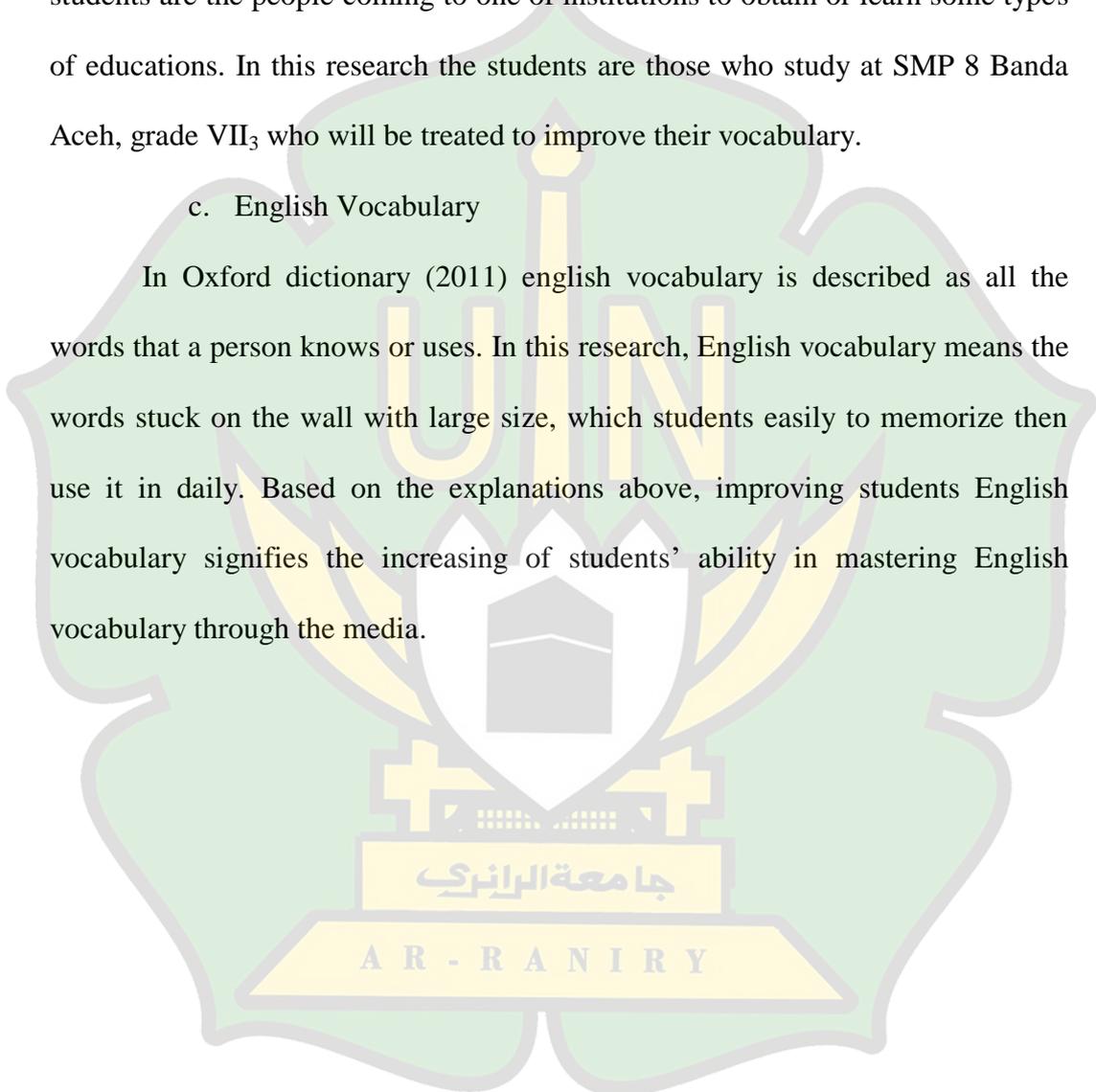
According to the Oxford dictionary (2011) improving refers to achieve or produce something better than before. In this research, improving implies the students’ ability improvement in memorizing vocabulary.

### b. Students

Students are the association of people in an educational environment that has the same goals to learn and to increase knowledge. According to Khan (2005) students are the people coming to one of institutions to obtain or learn some types of educations. In this research the students are those who study at SMP 8 Banda Aceh, grade VII<sub>3</sub> who will be treated to improve their vocabulary.

### c. English Vocabulary

In Oxford dictionary (2011) english vocabulary is described as all the words that a person knows or uses. In this research, English vocabulary means the words stuck on the wall with large size, which students easily to memorize then use it in daily. Based on the explanations above, improving students English vocabulary signifies the increasing of students' ability in mastering English vocabulary through the media.



## CHAPTER II

### THEORETICAL REVIEW

In second chapter, this chapter discusses about word wall media, English vocabulary, how to improve students' English vocabulary and the researcher also provided previous related findings.

#### A. Word Wall Media

Fun learning is an important aspect in making students understand the lessons. Learning monotonously such as listening the teacher speaking potentially makes students feel bored and do not understand well. Coombs (1999) states that "learning occur a few minutes when teachers only speaking in front of the classroom and students sit passively." In teaching learning process the teachers need the tools to deliver subject such as media.

Therefore, according to Harmer (2007) a range of objects, pictures, and other things that can be used as instructional media to present and manipulate language and to involve students in the activities. Sakat et al (2012) states application of media in teaching will be to diversify the skills of intelligence, which is absolutely necessary to acquire a skill. From the statement above, it can concluded that media is influential in learning process, teachers can easily deliver the lessons and the students are easily to understand the material delivered by the teachers. It also influences the students in increasing their knowledge.

In this research, the researcher would like to use word wall media as supporting media. According to Ariffansyah (2013) word wall is designed to be

an interactive tool for students use and contains an array of words that can be used during writing or reading. Sartika (2017) states that word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom.

Furthermore, word wall media is one of media effectively used to increase the vocabulary. Callella (2001) states that one of effective way to help students achieve fluency is through the use of word walls and word wall activities. Hence, the students are able to memorize the vocabulary easily because word wall is collection of words on the wall with big size which can see from distance to attract students interest in learning. According to Huebner and Bush (1970) The main purpose of word wall is to help students build sight word recognition so they can recognize them at a glance. In addition, Callella (2001) states that word walls are also a visual media that help students remember connections between words.

Moreover, word wall media is a simple tool. It can challenge students to make a sentence by using that words. Word wall media causes students easily remember because that tool principle is stuck on the wall. The teacher are able to add more words in three days or once a week. So that, students will get more vocabulary in each week. The purpose of the word wall are: first, to support the teaching of important general principals about words and how they work. Second, to foster reading and writing. Third, to promote independence on the part of young students as they work with words and the characteristics that will help them form categories. Fourth, to develop a growing core of words that become part of reading and writing vocabulary.

In addition, the advantages of word wall media are; first, word wall media can make students see it from distance easily, because word wall media is created with large size. Second, the students are easy to remember every single word because the creation of this media can involve the students also. Therefore, the students not only reading but also writing the words. According to Robert, J (2004) word wall media have several advantages such as; support the teaching of key words and subject-specific terminology, to promote independence in reading and writing by building vocabulary, provide visual clues and reference for language learners, and help students remember connections between words and concepts. While, according to Callella (2001) the advantages of word wall media are; first, provides a visual for students that help them to remember words. Second, serves as an important tool for helping students learn to read. Third, foster students independence. Fourth, promotes reading and writing. Beside of that, disadvantages of word wall media is a boring media because it just a series of word stuck on the wall. Callella (2001) states that, the disadvantages of word wall media are; require time to develop, require equipment to reproduce, and there were sometimes viewed as busy work. Moreover, word wall media have some characteristics such as; words only (create with black marker and carton), using different-coloured card, word with picture, and word accompanied by definitions. In this research, the researcher used first characteristic wich words are written with a marker and carton. It based on the object of this research is the beginner students.

Moreover, to measure the implementation in teaching vocabulary by using word wall media. the researcher would apply several steps. First, the researcher gave marker and carton to the students. Then, the researcher chose the words based on textbook and told the meaning of words. After students are able to understand the meaning of words then they should write that words on carton by marker with large size. At the end of class, the students stuck the word on the wall. To remind students about the words, the researcher would test them every meeting before teaching learning process begins.

In conclusion, based on authors' perception word wall media is effective media to help students in memorizing vocabulary. In this research, the researcher would like to use word wall as media to increase students' vocabulary.

### **B. English Vocabulary**

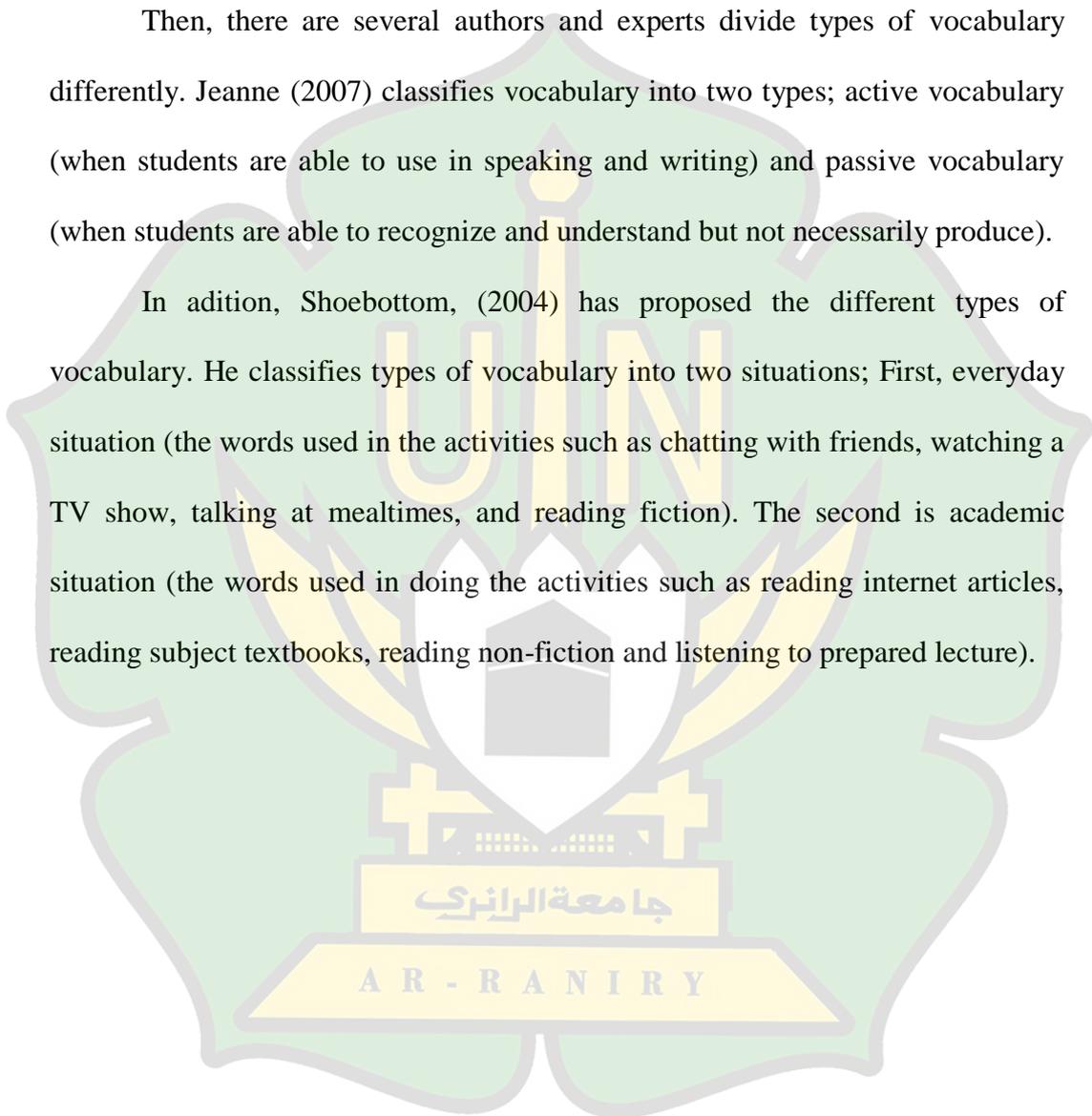
The definition of vocabulary is varied among experts. According to Diamond and Gutlohn (2006) vocabulary is the knowledge of words and their meanings. Linse (2005) states that vocabulary is the collection of words that an individual knows. It implies that, vocabulary is a group of words that the person knows and the basic element in mastering the language. The learner needs a series of words that are called vocabulary to comprehend language skills such as listening, speaking, reading and writing.

Therefore, according to Cameron (2001) vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. Nation (2011) states that in English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role

in all language skills (i.e. listening, speaking, reading, and writing). It is the fact that vocabulary is very important in learning the language, crucial in learning English.

Then, there are several authors and experts divide types of vocabulary differently. Jeanne (2007) classifies vocabulary into two types; active vocabulary (when students are able to use in speaking and writing) and passive vocabulary (when students are able to recognize and understand but not necessarily produce).

In addition, Shoebottom, (2004) has proposed the different types of vocabulary. He classifies types of vocabulary into two situations; First, everyday situation (the words used in the activities such as chatting with friends, watching a TV show, talking at mealtimes, and reading fiction). The second is academic situation (the words used in doing the activities such as reading internet articles, reading subject textbooks, reading non-fiction and listening to prepared lecture).



In other hand, Pikulski and Templeton (2004) divided vocabulary types into below scheme:

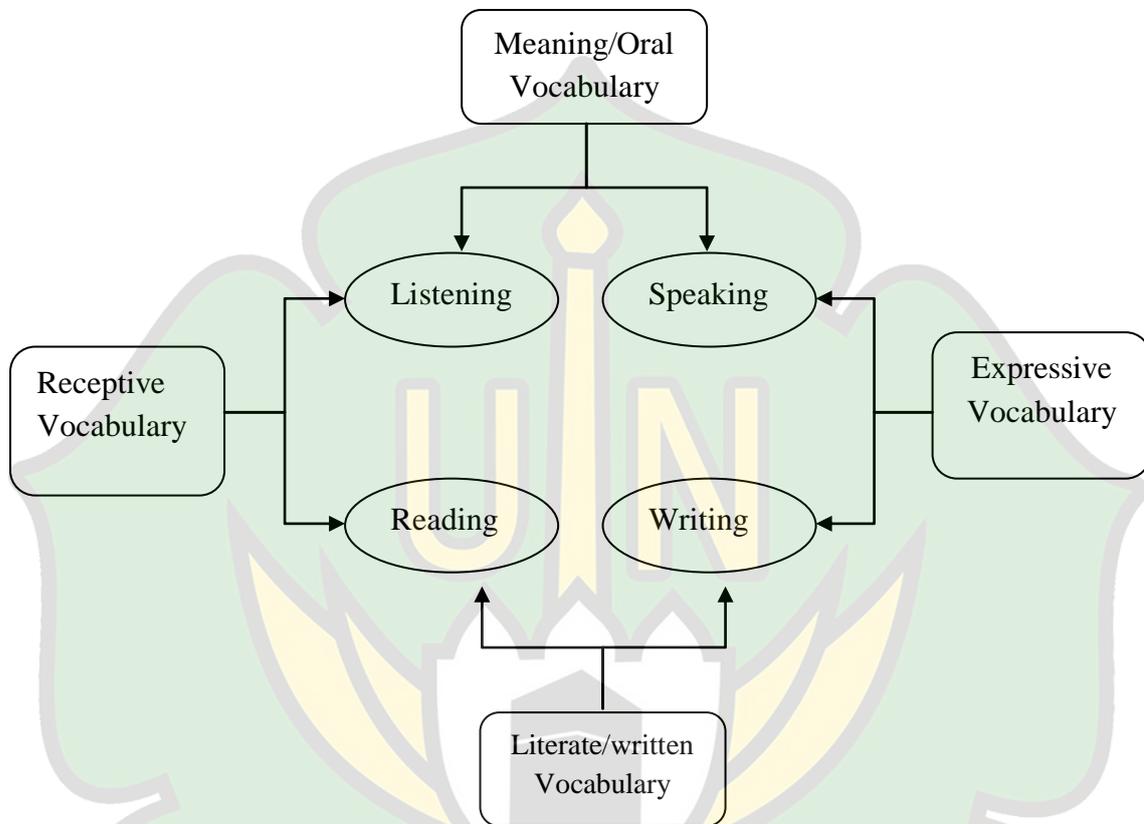


Figure 2.B.1 Vocabulary Types

The scheme above clearly shows that vocabulary is divided into four types. All of those are used or interconnected in students' daily life.

1. Oral vocabulary is the vocabulary which is used in spoken. The action of it is used in speaking (when someone producing the sound) and listening (hearing a sound from the speaker).
2. Expressive vocabulary is the vocabulary which is used to express something. The action of it is used in speaking (when the vocabulary used

to express a thing through speaking) and writing (the vocabulary used to express something in the text).

3. Written vocabulary is vocabulary which is used in writing. The action of it is used in writing (it used by the author or writer in write a text) and reading (it used by reader in reading a text)
4. Receptive vocabulary is used in reading and listening activity without giving any feedback (the person only receives all vocabulary from what they read or listen but do not give any feedback to the writer or speaker).

From the explanation above, the researcher would like to apply written vocabulary.

### **C. How to Improve Students English Vocabulary**

Vocabulary is the basic knowledge to be mastered in language skills such as speaking, listening, reading and writing. Yang (2011) states that students often cite vocabulary deficiencies as their biggest problem in mastering a foreign language because it time-consuming activity, and especially so as some of words learned are forgotten quickly. This suggests that, Memorizing vocabulary is not easy to students including the beginner students. Moreover, they could forget the vocabulary immediately if they memorize it from textbooks without other supporting media. In this research, the researcher would apply the word wall media to improve students' English vocabulary. The media applied to the beginner students at Junior High School. Teachers should apply a media to help students memorize vocabulary for example word wall media. The researcher believes it would be beneficial for learners in memorizing vocabulary. The

assumption based on the fact is that words stuck on the wall will be helpful to the beginner student to memorize vocabulary. They are able to remember the vocabulary quickly just by looking at the vocabulary stuck on the wall.

#### **D. Previous Related Findings**

Nur Aeni Kasim, a post graduate student of Universitas Negeri Makasar (UNM) in her thesis with the title *Increasing The Student's Vocabulary Mastery By Using Word Wall Media* conducted at SMPN 26 Makassar in 2010, successfully increased the students' vocabulary. She found a significant difference between pre-test and post-test result. The pre-test result was 67.83%, then post-test was 82.00%.

In other hand, Siska Nuzulina, a graduate student of English Education Department in Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru. Conducted her thesis with the title *The Influence Of Using Word Wall Toward Students' Vocabulary Mastery At Madrasah Tsanawiah Al-Furqan Dumai* in 2011, she found a significant difference between the result of pre-test and post-test. Before the treatment was 19.99% pass and 80.01% of students fail in the test vocabulary. Meanwhile, after being given treatment, there are 83.33% of students who succeed on tests of vocabulary and 16.67% fail.

Based on the previous findings above, it is proven that word wall media is able to increase students ability in memorizing vocabulary and the researcher believes that students in Junior High School 8 Banda Aceh are able to improve their vocabulary if they use word wall media.

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the researcher discusses about research design, the population and sample of research, instrument for data collection, the technique of data collection, and the technique of data analysis.

#### A. Research Design

Pre-Experimental research was conducted to apply word wall media directly at the first year students of Junior High School 8 Banda Aceh. The researcher chose only one class, Pre-experimental teaching. It was conducted for four meeting with class VII.3 as sample class. It was based on their lack of ability on vocabulary mastery. In this research, the researcher used the purposive sampling technique. Prasetyo and Jannah (2005) states that purposive sampling or judgmental sampling is used to determine the specific criteria of sample. In this research, the researcher involved in teaching the students to get the information about them.

#### B. Population and Sample

According to Hanlon and Larget (2011) population is all the individual or units of interest; typically, there is not available data for almost all individuals in a population. Sample is a subset of the individuals in a population; there is typically data available for individuals in samples. In this research, the population is first

grade students of Junior High School 8 Banda Aceh. While the sample is classVII-3 which consists of 30 students with purposive sampling technique.

### **C. Instrument for Data Collection**

In this research, the researcher will use some technique to know the improvement of students' vocabulary such as teaching, test and questionnaire.

#### **1. Experimental teaching**

In this teaching experiment, the researcher teach vocabulary by using word wall to the first year students of junior high school 8 Banda Aceh. The researcher taught four meetings, the allocation of time for each meeting was 2 x 45 minutes.

#### **2. Test**

The technique of collecting data the researcher used pre-test and post-test. Pre-test given before teaching to get information about the students vocabularies knowledge, the test consist of 20 questions. The second one is post-test. Post-test given after treatment to know the influence of implementation word wall media for students.

#### **3. Questionnaire**

In this research, the researcher used closed questionnaire. It means that the students answered the questions by choosing one of the answer based on what their feeling. The researcher gave the questionnaire to get information about the students feeling in memorizing vocabulary through word wall media.

#### **D. Technique of Data Collection**

As mentioned in the previous chapter, the researcher used some techniques in collecting the data. They were through giving pre-test, post-test, and distributing questioners.

##### **1. Pre-experimental teaching**

The researcher used pre-experimental research because this research only to find out the students' vocabulary improvement toward use of word wall media. The researcher used one group pre-test post-test design and chooses one class to be sample. According to Prasetyo and Jannah (2005) one group pretest-posttest is on experimental group which is measured dependent variable (pre-test) then the treatment was given and after that is measured again the dependet variable (post-test), without using the control class.

In one group pre-test post-test design, before the researcher gave treatment the group will be given pre-test. After that the researcher conducted post-test. Pre-test allows the researcher to compare before and after treatment scores.

##### **2. Test**

Test given the students to know their ability in mastering vocabulary. There were two kinds of test namely pre-test and pos-test. Pre-test given before doing treatment to know the students basic knowledge about vocabulary and post-test given at the last meeting to know the students improvement in mastering vocabulary.

### 3. Questionnaire

In this research, the researcher also distributed questionnaires to get additional data. The questionnaires were given for students in the last meeting and they had 10 minutes to answer all questions. These questionnaires consist of 10 questions in Bahasa.

#### **E. Technique of Data Analysis**

According to Maulizar (2015) Sudjana uses the formulation to analyze score of pre-test post-test, divided range of score, and mean formulation as follows:

##### 1. Test

In analyzing score of pre-test and post-test, the researcher used formula:

$$a. P = \frac{F}{N} \times 100\%$$

Note:

P = pre-test result, or post-test result (Percentage)

F = Number of correct answer

N = Maximum correct answer (N=15)

##### b. Range of score

86 – 100 = Excellent vocabulary mastery

72 – 85 = Very good vocabulary mastery

60 – 71 = Good vocabulary mastery

50 – 59 = Enough vocabulary mastery

0 – 49 = Failure vocabulary mastery

- c. Before calculating the mean, the data should be distributed in frequency distribution list.

The formula is:

$$\bar{X} = \frac{\sum fix_i}{\sum f_i}$$

Where:

$\bar{X}$  = Mean

$f_i$  = Frequency

$x_i$  = middle score of the frequency

## 2. Calculation the Mean of Test

- a. The range of data

Range of data is the lowest score is subtracted by the highest score.

The formula is:

$$R = H - L$$

Where:

R : range

H : the highest score

L : the lowest score

- b. Number of interval class

In determining the number of interval, the following formula is used:

$$I = 1 + 3.3 \log n$$

Where:

I = the amount of interval class

n = the amount of sample

- c. In determining the length of interval class, the following formula is used:

$$P = \frac{R}{I}$$

Where:

P = length of interval

R = the range of score

I = interval

- d. Table distribution of test

After the range of data, number of interval class, length of interval, the data is served in distribution table as follow:

Table 3.E.1 Distribution Table

Interval class	F	X	Fx
Total			

Where:

f = frequency

x = the middle score of interval class

fx = the amount of multiplication of frequency and deviation range

The purpose of mean calculation is to know the average students score and to compare average pre-test and post-test score.

### 3. T-test

To know the difference between means of pre-test and post-test the researcher used T-test formula. According to Yin et al (2010) “T-test used to compare differences between two means”. In this research T-test used to test the Hypothesis. The formula is:

$$t = \frac{M_D}{SE_{M_D}}$$

Where:

$M_D$  : Mean from the differences between pre-test and post-test

$SE_{M_D}$  : Standard Error from Mean of Difference

After getting *t-score*, then the researcher compared it with *t-table*. If the result of *t-score* is higher than *t-table*, it means there was the improvement.

### 4. Questionnaire

In calculating the data, the researcher used percentage formula:

$$P = \frac{f}{n} \times 100\%$$

Where:

P = percentage

f = number of correct answer

n = maximum correct answer

100% = constant value

## CHAPTER IV

### DATA ANALYSIS

This chapter discusses the brief description of Junior High School 8 Banda Aceh, teaching by using word wall media, the data analysis of tests, analysis of questionnaires, and hypothesis analysis. The researcher also provided discussion in the last.

#### A. Brief Description of the School

##### 1. The School

The research was conducted at Junior High School 8 Banda Aceh (SMPN). It is one of Junior High Schools in Banda Aceh. It is located in Hamzah Fansuri street, Kopelma Darusalam, Banda Aceh. The school was built in 1979. Since 39 years ago, Junior High School 8 Banda Aceh has been successfully led by ten headmasters.

Table 4.A.1. The Names of SMPN 8 Banda Aceh headmaster

No	Headmaster's Name
1	Muhammad Adan
2	Murtada
3	Jalaludin
4	Muhammad Nur
5	AzwarYunus
6	Nurhayati
7	Azhari
8	Mursalin
9	Muhammad
10	Sawiyah

Based on the data given by administration officer, the school has a huge number of facilities. The school has twenty one classes; seven of them for the

first, seven for second, and seven for the third year students. Almost all of the classes are occupied by 20 up to 32 students. Besides, it also has other rooms; such as headmaster office, teachers' office, academic office and administration office. Moreover, the school also has a library, a language laboratory, a computer laboratory, science laboratory, an Islamic religious education room, a mosque, two sport fields and three canteens.

## 2. The Teachers

Based on data from administration officer, the teachers of junior high school 8 Banda Aceh were graduated from various universities. The total number of teachers at junior high school 8 Banda Aceh is 39. 36 of them are permanent teachers and 3 of them are non-permanent teachers. Besides, the school also has eleven administration staffs. Nine of them are permanent and two of them are non-permanent staffs. Junior high school 8 Banda Aceh has four English teachers. All of them are graduated from various universities

Table 4.A.2 The name of English teachers of Junior High School 8 Banda Aceh.

No	Teachers' name	Gender	Graduated
1	YuliantiS.Pd	Female	Syiah Kuala University
2	HalimahS.Pd	Female	Syiah Kuala university
3	MarianiS.Pd	Female	Serambi Mekkah University
4	AzwinarS.Pd	Female	Serambi Mekkah University

## B. Description of the Students and The Sample of Research

Based on data from the administration officer, Junior High School 8 Banda Aceh has 506 students. They are classified into three grades. First grades consist of 214 students; the second grades consist of 146 students and the third grades

consist of 146 students. The following table shows more details about the students of the school.

Table 4.B.1. The number of first grade students in Junior High School 8

Banda Aceh.

No	Grade	Number of Students
1	1 <sub>1</sub>	30 Students
2	1 <sub>2</sub>	31 Students
3	1 <sub>3</sub>	30 Students
4	1 <sub>4</sub>	30 Students
5	1 <sub>5</sub>	30 Students
6	1 <sub>6</sub>	31 Students
7	1 <sub>7</sub>	32 Students

Table 4.B.2. The Number of Second Grade Students in Junior High School 8

Banda Aceh

No	Grade	Number of Students
1	2 <sub>1</sub>	21 Students
2	2 <sub>2</sub>	20 Students
3	2 <sub>3</sub>	21 Students
4	2 <sub>4</sub>	20 Students
5	2 <sub>5</sub>	20 Students
6	2 <sub>6</sub>	23 Students
7	2 <sub>7</sub>	20 Students

Table 4.B.3. The Number of Third Grade Students in Junior High School 8

Banda Aceh.

No	Grade	Number of Students
1	3 <sub>1</sub>	21 Students
2	3 <sub>2</sub>	20 Students
3	3 <sub>3</sub>	21 Students
4	3 <sub>4</sub>	21 Students
5	3 <sub>5</sub>	21 Students
6	3 <sub>6</sub>	21 Students
7	3 <sub>7</sub>	21 Students

Then, the researcher used the purposive sampling technique in doing the research. Prasetyo and Jannah (2005) state that “Purposive sampling is used which determine the research.” The researcher took class VII.3 as sample of the research. The researcher took this class because of their lack vocabulary. It is based on Information given by the teacher at Junior High School 8 Banda Aceh, Yulianti S.Pd.

### **C. Description of Curriculum**

The curriculum used at Junior High School 8 Banda Aceh is K13 (Kurikulum 2013), while the textbook used in teaching learning process is *When English Rings a Bell*. English is taught twice a week and the allocated time for the first grade class is 2 x 40 minutes per meeting.

### **D. Teaching by Using Word Wall Media**

The research was held for four meetings to teach the students in understanding and mastering vocabulary through word wall media. In every meeting the researcher gave students ten words. This technique was essential in this research to give a treatment as it was expected can improve students' ability in mastering vocabulary. In the first 25 minutes of first meeting and the last meeting were conducting test, pre-test and post-test. Meanwhile, in other meetings the researcher gave some treatments to the students.

#### **a. First meeting**

The first meeting, the researcher gave pre-test to students. The test was aimed to find out the students basic knowledge about vocabulary before teaching

them by using word wall media. After that, the researcher introduced the word wall media. Then the researcher gave the students ten words designed by the researcher based on textbook. The words were about the items in the dining room. After that, the researcher told the students to write short sentence. Then, the researcher also made a short sentence orally by using these words to test the students' comprehension. At the end of the class, the students would stick the words on the wall. Next, the researcher asked what the students find out after learning vocabulary and took the conclusion.

b. Second meeting

In second meeting, the researcher asked them to sit in a group. Each group consisted of two students. They would learn about items in the bedroom. The researcher would mention one by one the items in the bedroom after that the students would describe the items in their bedroom. Then, each group would mention orally in front of class. At the end of class, they stuck the words on the wall. The researcher also asked what they find out after teaching learning process.

c. Third meeting

In third meeting, the students would learn about items in bathroom. The researcher told the students to mention the items in bathroom, after the students mentioned base on their knowledge, the researcher also mentioned the bathroom items based on textbook. After that the researcher asked students to write the function of the items. At the end of class, the students stuck the words on the wall.

d. Fourth meeting

In the last meeting, the researcher also gave the students ten words about the items in garage. The researcher divided them into several groups. Each groups consisted on three students, then gave the students vocabulary pieces, next the researcher explained the rules to the students. In this meeting the researcher would mention short sentences based on the vocabulary that has been shared to the students and the students would answer quickly. At the end of class the students would stick the word on the wall.

e. Five meeting

In this meeting the researcher gave them the post-test to see the improvement of their vocabulary mastery. After giving the post-test, the researcher also gave them some questionnaires and supposed the students to feel them honestly. The questionnaires were about students' perception and their obstacles after learning by using word wall media.

### **E. The Analysis of Tests**

The researcher used the tests and the questionnaire techniques to collect the data. The test was given to the students to know the students' ability in mastering vocabulary before and after the researcher gave the treatment. The researcher gave two types of the tests; pre-test and post-test. Both of tests consisted of 20 questions. The questions were divided into four parts and each part has five questions. Part I fill in the blank space, part II arranging letters, part III antonym, and part IV making a sentence. If the students answered the questions correctly they will get 25 points in each part and if the students are able

to answer all of the questions correctly, they would get one hundred points. In this research, the researcher took class VII.3 as a sample. Pre-test is held on November 22, 2018, and post-test was conducted on December 3, 2018. To analyze the results of pre-test, post-test and questionnaire the researcher used the percentage system.

### 1. The Analysis of Pre-test and Post-test Score

The following table shows the range of score of vocabulary mastery of pre-test and post-test.

Table 4.D.1.1 The Range Score of Vocabulary Mastery of Pre-test and Post-test.

Standard	Range of Score
Excellent Vocabulary Mastery	86 – 100
Very Good Vocabulary Mastery	72 – 85
Good Vocabulary Mastery	60 – 71
Enough Vocabulary Mastery	50 – 59
Failure Vocabulary Mastery	0 – 49

In calculating the data, first step is ranging the pre-test and the post-test score from the lowest to the highest score. The sample is class VII.3, the class is occupied by 30 students but the participant who participated in the research only 25 students. That was because 5 of them were not in good condition.

#### a. Calculating of Mean of Pre-test Score

1. Arranging the pre-test score from lowest up to highest.

10	10	10	15	20	20	20	25	25	30
30	35	35	35	40	40	45	45	45	50
50	50	50	55	55					

## 2. Determining Range of Score

$$R = H - L$$

$$R = 55 - 10$$

$$= 45$$

3. Determining the number of interval classes by using *Sturges Rule*

$$I = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 25$$

$$= 1 + (3,3) 1,39$$

$$= 1 + 4,58$$

$$= 5,58 = 6$$

## 4. Determining the length of interval class

$$P = \frac{R}{I}$$

$$= \frac{45}{6}$$

$$= 7,5 = 7$$

Table 4.E.1.2 Frequency distribution of pre-test

Interval Class	$X_i$	$F_i$	$Fix_i$
10 – 16	13	4	52
17 – 23	20	3	60
24 – 30	27	4	108
31 – 37	34	3	102
38 – 44	41	2	82
45 – 51	48	7	336
52 – 58	55	2	110
		$\sum f_i = 25$	$\sum fix_i = 850$

5. Means of pre-test score

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{850}{25}$$

$$= 34$$

**b. Calculation of Mean of Post-test Score**

1. Arranging the post-test score from lowest up to highest.

50	50	55	55	55	65	65	65	70	70
70	70	70	70	75	75	80	80	80	85
85	90	95	95	95					

2. Determining Range of Score

$$R = H - L$$

$$= 95 - 50$$

$$= 45$$

3. Determining the Number of Interval classes by using *Sturges Rule*

$$I = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 25$$

$$= 1 + (3,3) 1,39$$

$$= 1 + 4,58$$

$$= 5,58 = 6$$

4. Determining the length of interval class

$$P = \frac{R}{I}$$

$$= \frac{45}{6}$$

$$= 7,5$$

$$= 7$$

Table 4.E.1.3 Frequency distribution of post-test

Interval Class	$X_i$	$F_i$	$Fix_i$
50 – 56	53	5	265
57 – 63	60	0	0
64 – 70	67	9	603
71 – 77	74	2	148
78 – 84	81	3	243
85 – 91	88	3	264
92 – 98	95	3	285
		$\sum f_i = 25$	$\sum fix_i = 1808$

## 5. Means of post-test score

$$X = \frac{\sum fix_i}{\sum f_i}$$

$$X = \frac{1808}{25}$$

$$= 72,32$$

$$= 72$$

Then mean score of both tests as well as the difference could be seen as follows:

Table 4.E.1.4 The students' pre-test and post-test of mastering vocabulary.

No	Students' Initial	Pre-test	Standard	Post-test	Standard
1	AK	55	Enough	95	Excellent
2	AL	35	Failure	70	Good
3	AMP	50	Enough	95	Excellent
4	ASW	10	Failure	55	Enough
5	CRH	50	Enough	75	Very Good
6	DMS	20	Failure	65	Good
7	F	40	Failure	70	Good
8	FI	30	Failure	70	Good
9	FS	25	Failure	65	Good
10	FTS	40	Failure	80	Very Good
11	FW	45	Failure	80	Very Good
12	JM	20	Failure	55	Enough
13	M	10	Failure	70	Good
14	MA	10	Failure	50	Enough
15	MI	25	Failure	65	Good
16	MNZ	50	Enough	85	Very Good
17	MS	35	Failure	70	Good
18	NDV	45	Failure	95	Excellent
19	NZ	45	Failure	85	Very Good
20	PBEF	50	Enough	90	Excellent
21	PM	20	Failure	50	Enough
22	PN	30	Failure	75	Very Good
23	R	55	Enough	80	Very Good
24	ZA	15	Failure	55	Enough
25	ZAM	35	Failure	70	Good

 = highest score

 = lowest score

Based on table above, in pre-test three students get the lowest score which is 10 and two students get the highest score which is 55. While, in post-test three students get the highest score which is 95 and only two students get the lowest

score which is 50. The increase of score and standard occurred in post-test result after the researcher applied word wall media to students. Based on the table, all students achieved better score and standard in post-test. The following table shows the percentage of students' scores and its standards.

Table 4.E.1.5 The percentage of students pre-test and post-test.

Standard	Range of Score	Number of Students			
		Pre-test	Percentage	Post-test	Percentage
Excellent	86 – 100	0	0%	4	16%
Very Good	72 – 85	0	0%	7	28%
Good	60 – 71	0	0%	9	36%
Enough	50 – 59	6	24%	5	20%
Failure	0 – 49	19	76%	0	0%

The researcher classified the score into the frequency distribution list to get the mean of both group of data. Then, the researcher calculated the mean of both pre-test and post-test scores by using means formula. According to the result of calculation, it shows that the mean of post-test is higher than the mean of pre-test. The mean of pre-test is 34 and the mean of post-test is 72,32 ( $72,32 > 34$ ). The finding suggests that the students' ability in mastering vocabulary has improved after being taught by applying word wall media in the classroom.

## 2. The Analysis of Questionnaires

$$P = \frac{f}{n} \times 100\%$$

Where :

P : percentage

*f* : number of correct answer

$n$  : maximum correct answer

100% : constant value

The analysis of questionnaire is shown in the following table:

Table 4.E.2.1 Students' opinions whether they love learning English

Option	Frequency	Percentage (%)
a. Strongly agree	2	8%
b. Agree	23	92%
c. Disagree	0	0%
d. Strongly Disagree	0	0%
Total	25	100%

The table above shows that 2 students (8%) strongly agree that they immensely love learning English. Then 23 students (92%) agree with the statement. The data above also shows that no one students disagree even strongly disagree if learning English is not interesting for them at all or they do not love learning English. In sum, the researcher found that all of students love learning English.

Table 4.E.2.2 Students' opinions they love learning English but only have a few vocabulary

Option	Frequency	Percentage (%)
a. Strongly agree	5	20%
b. Agree	20	80%
c. Disagree	0	0%
d. Strongly Disagree	0	0%
Total	25	100%

The table above shows that, none of the students have a lot of vocabularies. Even though, 5 students (20%) strongly agree that they love learning English. Then 20 students (80%) also agree if they love learning English. None of the students told learning English is not important to them and made them does not love learning English. Based on the data above, the researcher assumed that all of the students love learning English even though they do not have a lot of vocabulary.

Table 4.E.2.3 Students' opinions the difficulty in remember vocabulary

Option	Frequency	Percentage (%)
a. Strongly agree	6	24%
b. Agree	19	76%
c. Disagree	0	0%
d. Strongly Disagree	0	0%
Total	25	100%

The data above shows that 6 students (24%) strongly agree if they feel difficult in remembering vocabulary. 19 students (76%) also agree if remembering vocabulary is difficult to them and no one of them disagree even strongly disagree with the statement. Based on the data, the researcher concludes if the students feel difficult in remembering vocabulary.

Table 4.E.2.4 Students' opinions their desire to improve vocabulary

Option	Frequency	Percentage (%)
a. Strongly agree	9	36%
b. Agree	16	64%
c. Disagree	0	0%
d. Strongly Disagree	0	0%
Total	25	100%

The table above shows that 9 students (36%) strongly agree if they want to improve their vocabulary. Then, 16 students (64%) also agree if they want to improve the vocabulary to facilitate them in learning English. The data shows that none of the students disagree or strongly disagree if they do not want to improve their vocabulary. Based on the data above, the researcher concludes that all of the students want to improve their vocabulary.

Table 4.E.2.5 Students' opinion whether they want to study by using word wall media in the future

Option	Frequency	Percentage (%)
a. Strongly agree	22	88%
b. Agree	3	12%
c. Disagree	0	0%
d. Strongly Disagree	0	0%
Total	25	100%

The table above show that, 22 students (88%) strongly agree if they want to study by using word wall media and 3 students (12%) agree if they are comfortable learning with word wall media. Then none of the students disagree or strongly disagree that learning with word wall media is not interesting. Based on the data, the researcher concludes that all of the students feel excited in learning with word wall media and they are desire to learn by the word wall media in the future.

Table 4.E.2.6 Students' opinions whether learning by using word wall media help them in mastering vocabulary

Option	Frequency	Percentage (%)
a. Strongly agree	16	64%
b. Agree	9	36%
c. Disagree	0	0%
d. Strongly Disagree	0	0%
Total	25	100%

The data above shows that 16 students (64%) strongly agree if word wall media help them master the vocabulary. Then, 9 students (36%) also agree if word wall media help them master vocabulary easily. The data shows that none student disagree or strongly disagree with the statement. Based on the data, the researcher concludes that word wall media is able to help the students to master the vocabulary.

Table 4.E.2.7 Students' opinions on their preference learning with word wall media than textbook to master vocabulary

Option	Frequency	Percentage (%)
a. Strongly agree	20	80%
b. Agree	5	20%
c. Disagree	0	0%
d. Strongly Disagree	0	0%
Total	25	100%

The table above shows that 20 students (80%) strongly agree that they prefer learning with word wall media than textbook. Then 5 students (20%) agree that they prefer learning with word wall media than textbook in improving the vocabulary. The data shows that none of the students disagrees or strongly

disagrees with the statement. Based on the data, the researcher concludes that word wall media more interesting than textbook to help students memorize the vocabulary.

Table 4.E.2.8 Students' opinions they do not feel difficult to remember vocabulary by using word wall media

Option	Frequency	Percentage (%)
a. Strongly agree	17	68%
b. Agree	8	32%
c. Disagree	0	0%
d. Strongly Disagree	0	0%
Total	25	100%

Table above shows that 17 students (68%) strongly agree they do not feel difficult to remember vocabulary with word wall media. Then 8 students (32%) agree if they do not feel difficult to remember vocabulary by using word wall media. The data also shows that none of students disagree and strongly disagree with the statement. Based on the data, the researcher concludes all of the students are helped by word wall media in memorizing vocabulary.

Table 4.E.2.9 Students' opinions they are enjoy learning with word wall media

Option	Frequency	Percentage (%)
a. Strongly agree	14	56%
b. Agree	11	44%
c. Disagree	0	0%
d. Strongly Disagree	0	0%
Total	25	100%

The table shows that 14 students (56%) strongly agree they are enjoy learning with word wall media. Then 11 students (44%) also agree with the

statement that learning with word wall media is very fun. The data shows none students disagree or strongly disagree with the statement. Based on the data, the researcher concludes that the students enjoy using this media in learning process.

Table 4.E.2.10 Students' opinions their vocabulary improvement after learning by using word wall media

Option	Frequency	Percentage (%)
a. Strongly agree	5	20%
b. Agree	20	80%
c. Disagree	0	0%
d. Strongly Disagree	0	0%
Total	25	100%

The data above shows that 5 students (20%) strongly agree if their vocabulary improve after learning with word wall media. Then 20 students (80%) also agree with the statement that their vocabulary improve after learning with this media. The data shows none students disagree or strongly disagree with the statement. Based on the data, the researcher concludes that word wall media can improve all of students' vocabulary.

Based on the data, the researcher concluded that all of the students love learning English even though they have bit vocabulary mastery. Table 4.E.2.4 shows that all of the students desire to improve the vocabulary and they agree if word wall media is able to help the students to improve their vocabulary. It shows on the table 4.E.2.6 that all of the students agree with the statement that word wall media helpful in vocabulary mastery.

### 3. The Analysis of Hypothesis

In analyzing hypothesis, the researcher needed to determine null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ).

$H_0$ : word wall media does not improve students' vocabulary mastery

$H_a$ : word wall media improve students' vocabulary mastery

The setting criteria of examining hypothesis are;

$H_0$  accepted,  $H_a$  rejected if  $-t \text{ value} > -t \text{ table}$  or  $t \text{ value} < t \text{ table}$

$H_0$  rejected,  $H_a$  accepted if  $-t \text{ value} < -t \text{ table}$  or  $t \text{ value} > t \text{ table}$

In calculating t-test to examine hypothesis the researcher used the following formula:

$$t = \frac{M_D}{SE_{M_D}}$$

Which:

$M_D$  : Mean of differences between pre-test and post-test, it can be calculated by formula below:

$$M_D = \frac{\sum D}{N}$$

Where:

$\sum D$  : Amount of difference between pre-test (X) and post-test (Y), it can be calculated by:  $D = X - Y$

N : Number of sample

$SE_{M_D}$  : Standard Error from Mean of Difference, it can be calculated by:

$$SE_{M_D} = \frac{SD_D}{\sqrt{N-1}}$$

Where:

$SD_D$  : Standard deviation of difference between pre-test and post-test score, it

can be calculated by:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$N$  : Number of Sample

The following steps of calculating T-score:

Table 4.E.3.1 Determining D and  $M_D$

No	Name	Pre-test (X)	Post-test (Y)	D = X-Y	$D^2 = (X-Y)^2$
1	AK	55	95	-40	1600
2	AL	35	70	-35	1225
3	AMP	50	95	-45	2025
4	ASW	10	55	-45	2025
5	CRH	50	75	-25	625
6	DMS	20	65	-45	2025
7	F	40	70	-30	900
8	FI	30	70	-40	1600
9	FS	25	65	-40	1600
10	FTS	40	80	-40	1600
11	FW	45	80	-35	1225
12	JM	20	55	-35	1225
13	M	10	70	-60	3600
14	MA	10	50	-40	1600
15	MI	25	65	-40	1600
16	MNZ	50	85	-35	1225
17	MS	35	70	-35	1225
18	NDV	45	95	-50	2500
19	NZ	45	85	-40	1600
20	PBEF	50	90	-40	1600
21	PM	20	50	-30	900
22	PN	30	75	-45	2025
23	R	55	80	-25	625
24	ZA	15	55	-40	1600
25	ZAM	35	70	-35	1225
N=25				-970 = $\sum D$	39000 = $\sum D^2$

$$M_D = \frac{\sum D}{N}$$

$$= \frac{970}{25} = 38.8$$

#### Calculating $SD_D$

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$= \sqrt{\frac{39000}{25} - \left(\frac{-970}{25}\right)^2}$$

$$= \sqrt{1560 - 1505,44}$$

$$= \sqrt{54,56}$$

$$= 7.38$$

#### Calculating $SE_{MD}$

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$= \frac{7,38}{\sqrt{25-1}}$$

$$= \frac{7,38}{4,8}$$

$$= 1.53$$

#### Calculating $t_0$

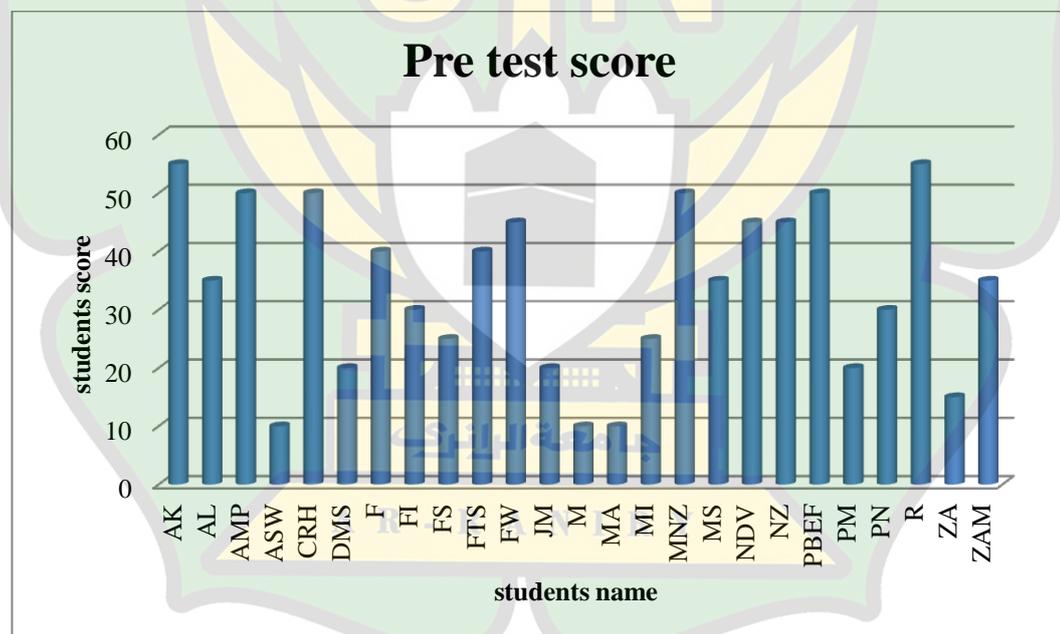
$$t = \frac{M_D}{SE_{MD}}$$

$$t = \frac{38,8}{1,53} = 25.35$$

After the hypothesis was examined by *t-test*, the obtained value of  $t_0$  is 25.35. The next step is interpreted  $t_0$  by determining *degree of freedom* (df).  $df = N-1 = 25-1 = 24$ . After that, comparing  $t_0$  value to significant table with *df* 24 *sig. value* 5% and 1%. The researcher found that  $t_{t.sv5\%} = 2.064 < 25.35 > 2.797$ .

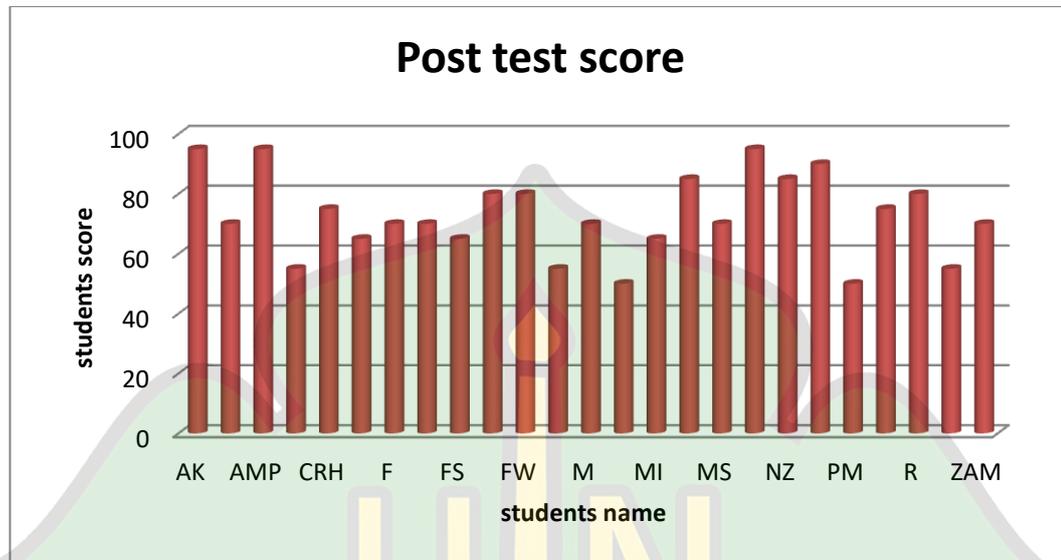
Based on the data result, the researcher concluded that  $t_0$  value is higher than *t-table* it means that  $H_0$  is rejected and  $H_a$  is accepted. It shows that word wall media is able to improve students vocabulary mastery. It is proven by the data result. Based on the explanation above, the researcher presented the data of students scores into a column chart to make it clearer and more understandable:

Column chart 4.E.3.2 Students Pre-test Score



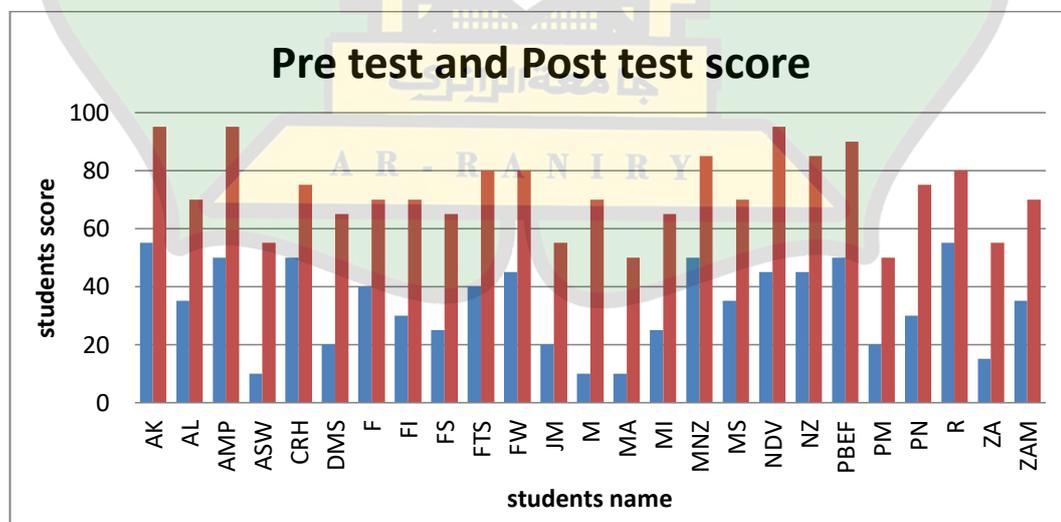
The chart shows the students pre-test result, based on the column chart it can be seen only two students who get 55 point and others got score below it. The researcher does not only provide the chart of pre-test score but also the chart of post-test score.

Column chart 4.E.3.3 Students post-test score



The chart shows the students post-test score, based on the column chart all of students have improved their score. The chart shows three students got 95 point in post-test and others got score below it but none students failure. The researcher also provides one more chart to combine the pre-test and post-test score.

Column chart 4.E.3.4 Students pre-test and post-test score



The chart shows the students pre-test and post-test score. Based on the column chart the researcher found the students score before and after learning with word wall media. All of the students score improved. There was a significant difference for each student score. The chart also shows the post-test score were higher than pre-test.

#### **F. Discussion**

This research aims to find out the improvement of students vocabulary mastery by using Word Wall Media. In collecting the data, the researcher used pre-experimental teaching, tests, and questionnaire as instruments in order to answer the research questions and hypothesis.

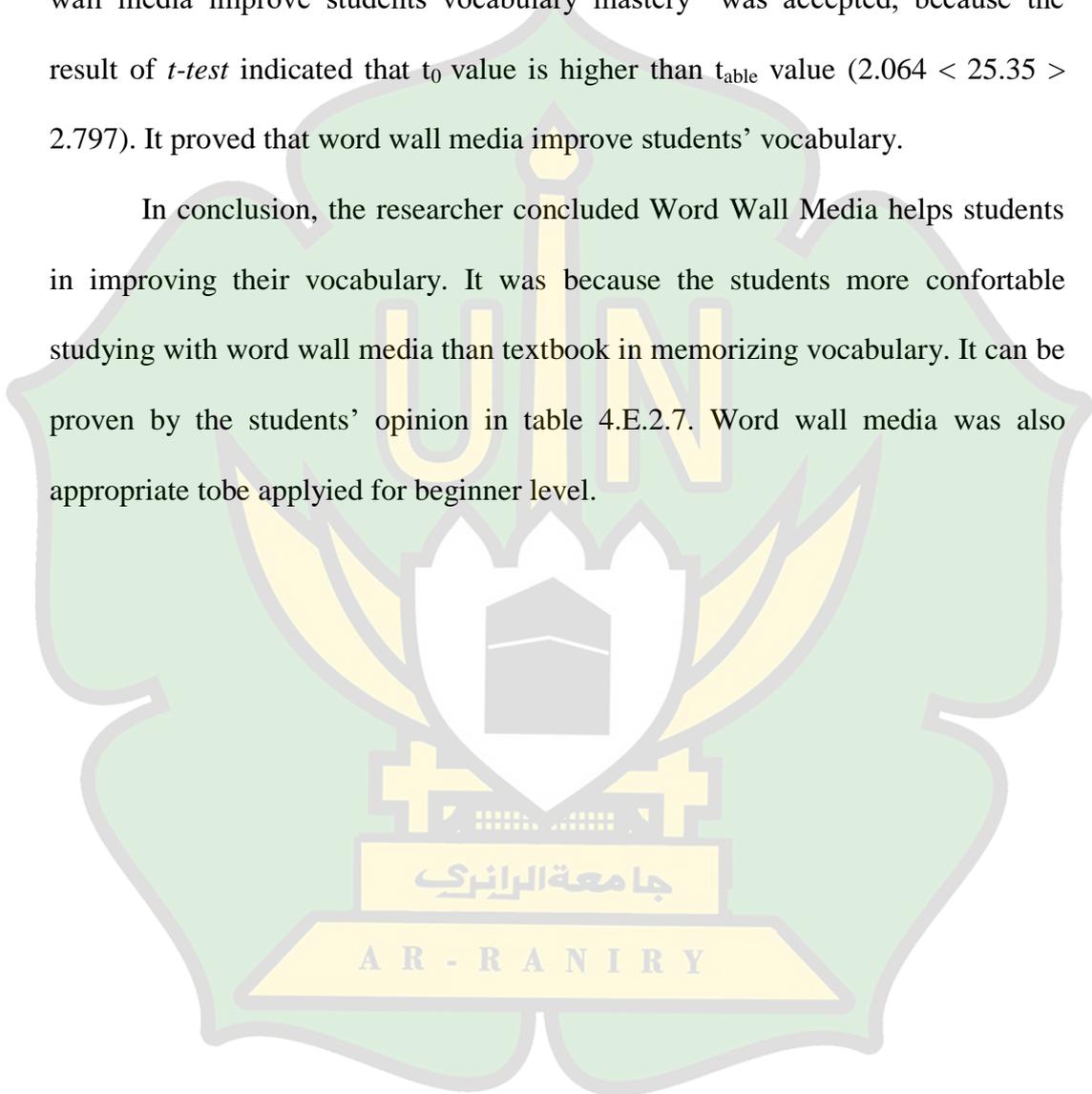
Then, the first research question is related to the implementation of word wall media to improve students' vocabulary. Based on the test, the researcher found that none students fail in post-test. 23 of 25 students have better post-test score than pre-test and 2 of 25 students have enough score in post-test. The data post-test score indicated that there was an improvement in students score. The mean of post-test is higher than pre-test ( $72 > 34$ ) which means that students vocabulary mastery has been improved. Furthermore, the calculation of *t-test* showed that there was significant improvement of students score which is  $t_0$  value is higher than  $t_{table}$  value ( $2.064 < 25.35 > 2.797$ ). From these calculations, there was significant difference between students score before and after getting the treatment.

In addition, based on questionnaire result in table 4.D.2.10 20 students agree and 5 students strongly agree with the statement after learning with word

wall media the students vocabulary has been improved and none students disagree with the statement. It proved that all of student got better score in post-test.

Moreover, based on the analysis of the hypothesis, it shows that  $H_a$  “word wall media improve students vocabulary mastery” was accepted, because the result of *t-test* indicated that  $t_0$  value is higher than  $t_{table}$  value ( $2.064 < 25.35 > 2.797$ ). It proved that word wall media improve students’ vocabulary.

In conclusion, the researcher concluded Word Wall Media helps students in improving their vocabulary. It was because the students more comfortable studying with word wall media than textbook in memorizing vocabulary. It can be proven by the students’ opinion in table 4.E.2.7. Word wall media was also appropriate to be applied for beginner level.



## CHAPTER V

### CONCLUSIONS AND SUGGESTION

This chapter discusses the conclusion and suggestion of the research and also what the researcher found after doing the research at Junior High School 8 Banda Aceh.

#### **A. Conclusions**

The researcher concludes that the application of word wall media improve students' vocabulary mastery. It can be proven from the finding which shows the difference the mean of pre-test and post-test. The mean of post-test scores was higher than pre-test scores. The mean of post-test was 72 while mean of pre-test was 34. The further supports based on the T-test result shows that the difference between the two means is significant. Moreover, the researcher found that  $H_a$  is accepted and  $H_o$  is rejected. In other words, Word Wall Media helped and improved students' ability in mastering vocabulary.

Because of that, word wall media is one of effective media used in teaching learning vocabulary for beginner level students. It can be proven by the students' opinion in questionnaires that all of students feel easy to master vocabulary than they learning with textbook.

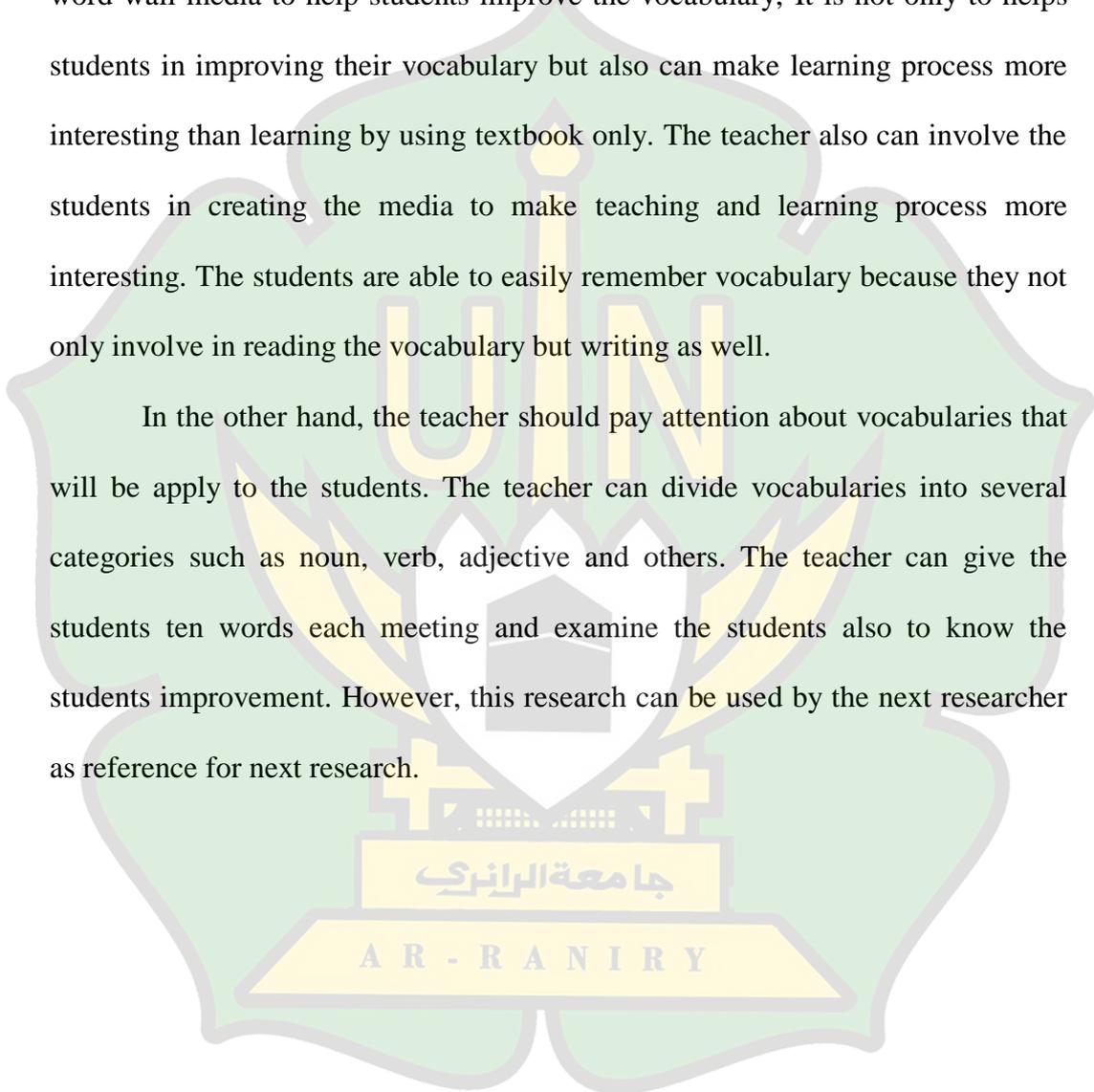
#### **B. Suggestions**

After conducting Pre-experimental research and analysing tests and questionnaire, the researcher proposes some suggestions hopefully would be

beneficial for students, teacher and other researcher who are interested in applying word wall media to improve students' vocabulary.

Then, the teachers better apply some media as supporting factors such as word wall media to help students improve the vocabulary, It is not only to helps students in improving their vocabulary but also can make learning process more interesting than learning by using textbook only. The teacher also can involve the students in creating the media to make teaching and learning process more interesting. The students are able to easily remember vocabulary because they not only involve in reading the vocabulary but writing as well.

In the other hand, the teacher should pay attention about vocabularies that will be apply to the students. The teacher can divide vocabularies into several categories such as noun, verb, adjective and others. The teacher can give the students ten words each meeting and examine the students also to know the students improvement. However, this research can be used by the next researcher as reference for next research.



## T-table Distributions

dk	$\alpha$ untuk Uji Satu Pihak ( <i>one tail test</i> )					
	0,25	0,10	0,05	0,025	0,01	0,005
	$\alpha$ untuk Uji Dua Pihak ( <i>two tail test</i> )					
	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
$\infty$	0,674	1,282	1,645	1,960	2,326	2,576

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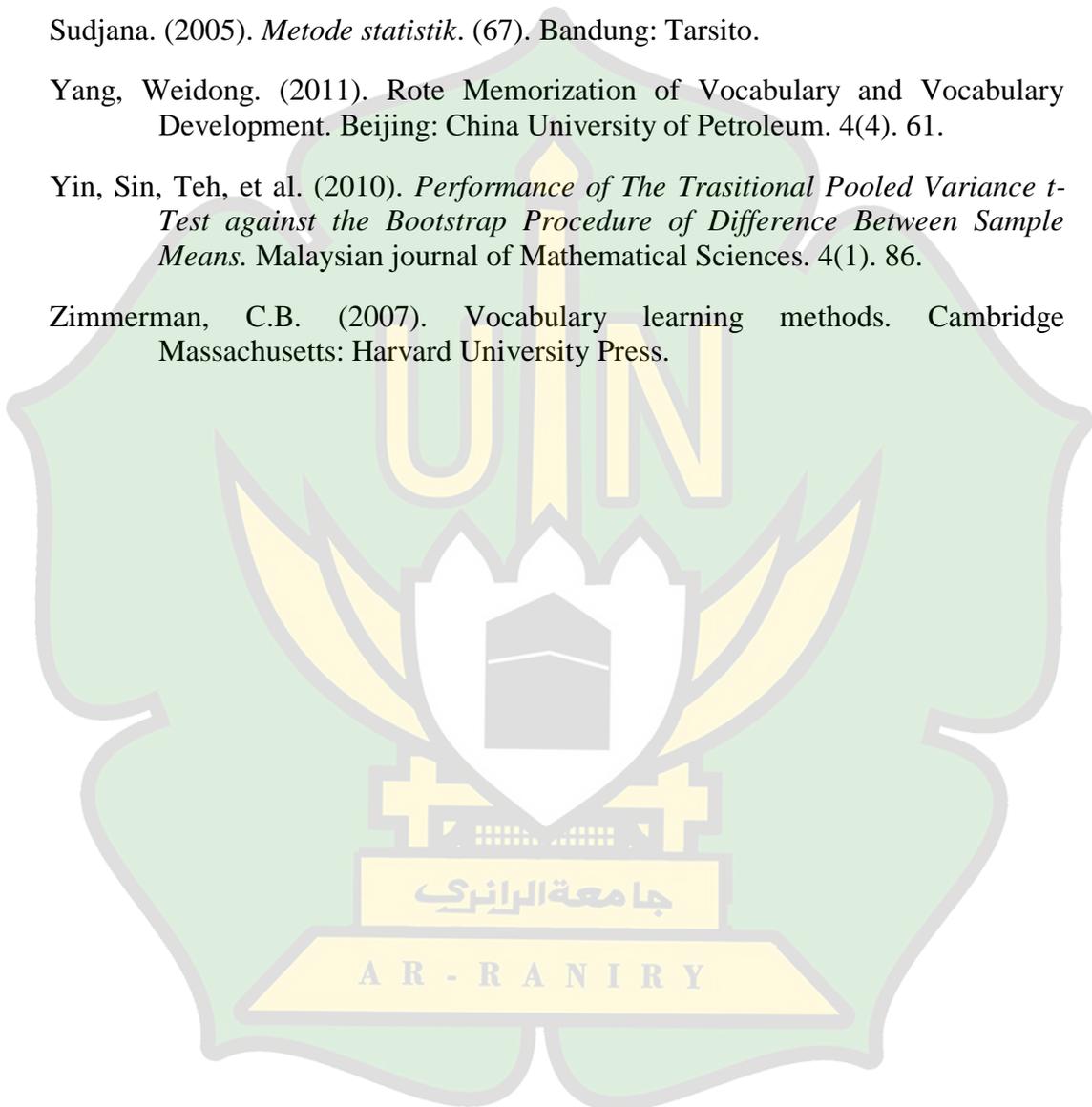
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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B- 9091/UN.08/FTK/KP.07.6/09/2018**  
**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-**  
**RANIRY**

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- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan; b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
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8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;  
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11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 12 Desember 2017

**MEMUTUSKAN**

Menetapkan  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-564/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

Menunjuk Saudara:

1. Drs. Ayyub AR, M.Ag

Sebagai Pembimbing Pertama

2. Yuni Setianingsih, M.Ag

Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Yesi Ana Mariati

NIM : 140203023

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Implementation of Word Wall Media on Improving Students' English Vocabulary

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh

Pada Tanggal: 14 September 2018

An. Rektor

Dekan,



**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
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Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 12879 /Un.08/TU-FTK/ TL.00/11/2018

22 November 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Yesi Ana Mariati  
N I M : 140 203 023  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : IX  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Cadek, Jl. Laksamana Malahayati, No.1, Kec. Baitussalam, Aceh Besar

Untuk mengumpulkan data pada:

**SMP 8 Banda Aceh**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Implementation of Word Wall Media on Improving Students' English Vocabulary**

**AR - RANIRY**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,  
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG UMUM BAG UMUM

Kode 9211



PEMERINTAH KOTA BANDA ACEH  
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Kode Pos : 23125

SURAT IZIN  
NOMOR: 074/A4/785  
TENTANG

IZIN PENELITIAN

Dasar : Surat dari Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-12879/Un.08/TU-FTK/TL.00/11/2018 tanggal 22 November 2018 perihal mohon izin untuk mengumpulkan data menyusun skripsi.

MEMBERI IZIN

Kepada :  
Nama : Yesi Ana Mariati  
NIM : 140 203 023  
Prodi : Pendidikan Bahasa Inggris  
Untuk : Mengumpulkan data di SMP Negeri 8 Kota Banda Aceh dalam rangka penyelesaian skripsi yang berjudul:

**"THE IMPLEMENTATION OF WORD WALL MEDIA ON IMPROVING STUDENTS' ENGLISH VOCABULARY."**

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan foto copy hasil pengumpulan data sebanyak 1 (satu) eksemplar kepada pihak sekolah
3. Surat ini berlaku sejak tanggal 04 Januari s.d 06 Februari 2019
4. Diharapkan kepada yang bersangkutan agar dapat menyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.
5. Kepala Sekolah dibenarkan mengeluarkan surat keterangan telah melakukan pengumpulan data hanya untuk yang benar-benar melakukan pengumpulan data

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 04 Januari 2019 M  
27 Rabi'ul Akhir 1440 H

a.n. KEPALA DINAS PENDIDIKAN DAN  
KEBUDAYAAN KOTA BANDA ACEH  
KABID. PEMBINAAN SMP,



**SULAIMAN BAKRI, S.Pd, M.Pd**

NIP.19690210 199801 1 001

Tembusan :

1. Dekan Fak. Tarbiyah dan Keguruan UIN Ar-Raniry
2. Kepala SMP Negeri 8 Kota Banda Aceh



**PEMERINTAH KOTA BANDA ACEH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH PERTAMA NEGERI 8**

Jalan Hamzah Fansury No. 1 Kopelma Darussalam telp. ( 0651 ) 7552195  
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Kode Pos 23111

**SURAT KETERANGAN PENELITIAN**

Nomor : 074/ 011 / 2019

Yang bertanda tangan dibawah ini

Nama : Dra Sawiyah  
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa

Nama : Yesi Ana Mariati  
NIM : 140203023  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S1

Benar telah mengadakan Penelitian pada Sekolah Menengah Pertama Negeri 8 Banda Aceh pada tanggal 15 s.d 27 November 2018 dengan judul “ The Implementation Of Word Wali Media On Improving Students English Vocabulary “ Siswa Di SMP Negeri 8 Banda Aceh “.

Demikian surat keterangan ini diperbuat agar dapat dipergunakan seperlunya, terimakasih

Banda Aceh, 08 Januari 2019

↳ Kepala Sekolah

Dra Sawiyah  
Pembina Tk.1

NIP 19600801 198302 2 002

AR - R A N I

## Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : SMP Negeri 8 Banda Aceh

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VII/1

Materi Pokok : This is My World

Alokasi Waktu : 8 x 40 menit (4 Pertemuan)

### A. Kompetensi Inti

KI 1 : menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4 mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan	3.4.1 siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur

<p>teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the, plural dan singular</i>)</p>	<p>kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya.</p> <p>3.4.2 siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya.</p>
<p>4.4 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai</p>	<p>4.4.1 siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4.2 siswa dapat menyusun teks interaksi lisan dan tulis sangat</p>

konteks.	pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama bangunan publik dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
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### C. Tujuan Pembelajaran

1. Siswa dapat menyebutkan nama nama benda di sekitar
2. Siswa dapat melafalkan nama nama benda di sekitar
3. Siswa dapat menyusun kalimat mengenai nama nama benda di sekitar

### D. Metode Pembelajaran

1. Saintifik
2. Diskusi

### E. Materi Pembelajaran

Buku siswa ( When English Rings the Bell )

**Fungsi sosial** : mengidentifikasi dan menyebutkan berbagai benda, binatang dan bangunan publik dilingkungan sekitar.

**Struktur teks** : dapat mencakup memulai dan menanggapi dengan menyatakan/ menanyakan tentang obyek yang dibicarakan.

**Unsur kebahasaan** :

- Pernyataan dan pertanyaan terkait benda, binatang dan bangunan publik
- Penyebutan benda dengan *a (singular), the*, bentuk jamak (*-s*) (plural)
- Penggunaan kata penunjuk *this, that, these, those ....*
- Preposisi untuk *in, on, under*
- Ucapan, tekanan kata, intonasi
- Ejaan tanda baca

**Topik** : benda, binatang, dan bangunan umum yang terdapat dirumah, sekolah, dan lingkungan sekitar siswa serta perilaku

jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun percaya diri.

## F. Kegiatan Pembelajaran

Pertemuan 1 (hal. 74-75)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas dan menyapa siswa dengan salam dan bahasa inggris.</li> <li>• Guru dapat menggunakan kalimat “<i>good morning students</i>”.</li> <li>• Peserta didik merespon dengan menjawab salam dan “<i>good morning ma'aam</i>”.</li> <li>• Guru menyampaikan tujuan pembelajaran.</li> </ul>	10 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> <li>• Guru dapat memberikan contoh bagaimana mengucapkan dan membaca kata/kalimat tersebut (items in dining room) dengan baik dan benar.</li> <li>• Guru menerjemahkan kepada siswa wacana yang diberikan untuk memahaminya.</li> <li>• Siswa mengulang kata/kalimat yang dibacakan oleh guru.</li> </ul> <p><i>Questioning</i></p> <ul style="list-style-type: none"> <li>• Guru dapat memberikan pertanyaan yang berhubungan dengan wacana tersebut, seperti:               <ol style="list-style-type: none"> <li>1. What do you see in the picture?</li> <li>2. How many things in the picture?</li> <li>3. How many plates are there?</li> <li>4. How many spoon are there?</li> </ol> </li> </ul>	60 menit

	<ul style="list-style-type: none"> <li>• Siswa menjawab pertanyaan pertanyaan yang diberikan</li> <li>• Guru dapat mengulang-ulang pertanyaan tersebut dan mengacak pertanyaan tersebut sehingga siswa benar-benar memahami makna dari pertanyaan yang diutarakan oleh guru.</li> </ul> <p><i>Associating</i></p> <ul style="list-style-type: none"> <li>• Membahas unsur kebahasaan Ucapan, tekanan, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.</li> </ul> <p><i>Experimenting</i></p> <ul style="list-style-type: none"> <li>• Siswa menulis benda-benda yang ada diruang tamu yang ada dibuku teks di kertas yang dibagikan guru dengan ukuran yang besar.</li> <li>• Guru mengawasi siswa dan membimbing siswa</li> </ul> <p><i>Communicating</i></p> <ul style="list-style-type: none"> <li>• Siswamempresentasikan/menyebutkan nama dan jumlah benda yang ada diruang makan secara lisan.</li> <li>• Guru membahas hasil presentasi peserta didik</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Setelah mengikuti pembelajaran pada pertemuan ini, siswa ditanya tentang nama dan jumlah benda yang terdapat diruang makan</li> <li>• Guru memberikan pertanyaan apakah siswa memahami topik</li> <li>• Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.</li> </ul>	10 menit

Pertemuan kedua (hal. 77-79)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas dan menyapa siswa dengan salam dan bahasa Inggris.</li> <li>• Guru dapat menggunakan kalimat “<i>good morning students</i>”.</li> <li>• Peserta didik merespon dengan menjawab salam dan “<i>good morning ma’aam</i>”.</li> <li>• Guru menyampaikan tujuan pembelajaran.</li> </ul>	10 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> <li>• Guru dapat memberikan contoh bagaimana mengucapkan dan membaca kata/kalimat tersebut (items in bedroom) dengan baik dan benar.</li> <li>• Guru menerjemahkan kepada siswa wacana yang diberikan untuk memahaminya.</li> <li>• Siswa mengulang kata/kalimat yang dibacakan oleh guru.</li> </ul> <p><i>Questioning</i></p> <ul style="list-style-type: none"> <li>• Guru dapat memberikan pertanyaan yang berhubungan dengan wacana tersebut, seperti:               <ol style="list-style-type: none"> <li>1. <i>What do you see in the picture?</i></li> <li>2. <i>How many things in the picture?</i></li> <li>3. <i>How many person in the picture?</i></li> <li>4. <i>How many mirror are there?</i></li> <li>5. <i>How many pillow are there?</i></li> <li>6. <i>dll</i></li> </ol> </li> <li>• Siswa menjawab pertanyaan pertanyaan yang diberikan</li> <li>• Guru dapat mengulang-ulang pertanyaan</li> </ul>	60 menit

	<p>tersebut dan mengacak pertanyaan tersebut sehingga siswa benar-benar memahami makna dari pertanyaan yang diutarakan oleh guru.</p> <p><i>Associating</i></p> <ul style="list-style-type: none"> <li>• Membahas unsur kebahasaan Ucapan, tekanan, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.</li> </ul> <p><i>Experimenting</i></p> <ul style="list-style-type: none"> <li>• Siswa menulis benda-benda yang ada diruang kamar yang ada dibuku teks di kertas yang dibagikan guru dengan ukuran yang besar.</li> <li>• Guru mengawasi siswa dan membimbing siswa</li> </ul> <p><i>Communicating</i></p> <ul style="list-style-type: none"> <li>• Siswa mempresentasikan/menyebutkan nama dan jumlah benda yang ada diruang kamar secara lisan dan secara berkelompok.</li> <li>• Guru membahas hasil presentasi peserta didik</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Setelah mengikuti pembelajaran pada pertemuan ini, siswa ditanya tentang nama dan jumlah benda yang terdapat diruang kamar</li> <li>• Guru memberikan pertanyaan apakah siswa memahami topik</li> <li>• Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.</li> </ul>	10 menit

Pertemuan ketiga (hal. 80-82)

Kegiatan	Deskripsi Kegiatan	Alokasi
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		<b>Waktu</b>
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas dan menyapa siswa dengan salam dan bahasa Inggris.</li> <li>• Guru dapat menggunakan kalimat “<i>good morning students</i>”.</li> <li>• Peserta didik merespon dengan menjawab salam dan “<i>good morning ma’aam</i>”.</li> <li>• Guru menyampaikan tujuan pembelajaran.</li> </ul>	10 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> <li>• Guru dapat memberikan contoh bagaimana mengucapkan dan membaca kata/kalimat tersebut (items in bedroom) dengan baik dan benar.</li> <li>• Guru menerjemahkan kepada siswa wacana yang diberikan untuk memahaminya.</li> <li>• Siswa mengulang kata/kalimat yang dibacakan oleh guru.</li> </ul> <p><i>Questioning</i></p> <ul style="list-style-type: none"> <li>• Guru dapat memberikan pertanyaan yang berhubungan dengan wacana tersebut, seperti: <ol style="list-style-type: none"> <li>1. <i>What do you see in the picture?</i></li> <li>2. <i>How many things in the picture?</i></li> <li>3. <i>How many shower are there?</i></li> <li>4. <i>How many scoop are there?</i></li> <li>5. <i>dll</i></li> </ol> </li> <li>• Siswa menjawab pertanyaan pertanyaan yang diberikan</li> <li>• Guru dapat mengulang-ulang pertanyaan tersebut dan mengacak pertanyaan tersebut sehingga siswa benar-benar memahami makna dari pertanyaan yang diutarakan oleh guru.</li> </ul>	60 menit

	<p><i>Associating</i></p> <ul style="list-style-type: none"> <li>• Membahas unsur kebahasaan Ucapan, tekanan, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.</li> </ul> <p><i>Experimenting</i></p> <ul style="list-style-type: none"> <li>• Siswa menulis benda-benda yang ada diruang kamar mandi yang ada dibuku teks di kertas yang dibagikan guru dengan ukuran yang besar.</li> <li>• Guru mengawasi siswa dan membimbing siswa</li> </ul> <p><i>Communicating</i></p> <ul style="list-style-type: none"> <li>• Siswa mempresentasikan/menyebutkan nama dan jumlah benda yang ada diruang kamar mandi secara lisan dan secara berkelompok.</li> <li>• Guru membahas hasil presentasi peserta didik</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Setelah mengikuti pembelajaran pada pertemuan ini, siswa ditanya tentang nama dan jumlah benda yang terdapat diruang kamar mandi</li> <li>• Guru memberikan pertanyaan apakah siswa memahami topik</li> <li>• Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.</li> </ul>	10 menit

Pertemuan keempat (hal. 83-85)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
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Pendahuluan	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas dan menyapa siswa dengan salam dan bahasa inggris.</li> <li>• Guru dapat menggunakan kalimat “<i>good morning students</i>”.</li> <li>• Peserta didik merespon dengan menjawab salam dan “<i>good morning ma’aam</i>”.</li> <li>• Guru menyampaikan tujuan pembelajaran.</li> </ul>	10 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> <li>• Guru dapat memberikan contoh bagaimana mengucapkan dan membaca kata/kalimat tersebut (items in bedroom) dengan baik dan benar.</li> <li>• Guru menerjemahkan kepada siswa wacana yang diberikan untuk memahaminya.</li> <li>• Siswa mengulang kata/kalimat yang dibacakan oleh guru.</li> </ul> <p><i>Questioning</i></p> <ul style="list-style-type: none"> <li>• Guru dapat memberikan pertanyaan yang berhubungan dengan wacana tersebut, seperti: <ol style="list-style-type: none"> <li>1. <i>What do you see in the picture?</i></li> <li>2. <i>How many things in the picture?</i></li> <li>3. <i>How many bicycle are there?</i></li> <li>4. <i>How many car are there?</i></li> <li>5. <i>How many lamp are there?</i></li> <li>6. <i>dll</i></li> </ol> </li> <li>• Siswa menjawab pertanyaan pertanyaan yang diberikan</li> <li>• Guru dapat mengulang-ulang pertanyaan tersebut dan mengacak pertanyaan tersebut sehingga siswa benar-benar memahami makna dari pertanyaan yang diutarakan oleh guru.</li> </ul> <p><i>Associating</i></p>	60 menit

	<ul style="list-style-type: none"> <li>• Membahas unsur kebahasaan Ucapan, tekanan, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.</li> </ul> <p><i>Experimenting</i></p> <ul style="list-style-type: none"> <li>• Siswa menulis benda-benda yang ada digarasi yang ada dibuku teks di kertas yang dibagikan guru dengan ukuran yang besar.</li> <li>• Guru mengawasi siswa dan membimbing siswa</li> </ul> <p><i>Communicating</i></p> <ul style="list-style-type: none"> <li>• Siswa mempresentasikan/menyebutkan nama dan jumlah benda yang ada digarasi secara lisan dan secara berkelompok.</li> <li>• Guru membahas hasil presentasi peserta didik</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Setelah mengikuti pembelajaran pada pertemuan ini, siswa ditanya tentang nama dan jumlah benda yang terdapat digarasi</li> <li>• Guru memberikan pertanyaan apakah siswa memahami topik</li> <li>• Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.</li> </ul>	10 menit

### G. Penilaian

#### 1. Teknik penilaian

- Sikap : observasi
- Pengetahuan : penugasan
- Keterampilan : praktik

#### 2. Instrumen penilaian

No	Indikator	Soal	Teknik/bentuk
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			<b>penilaian</b>
3.4.1	siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya.	<p><i>Fill the table!</i></p> <p><i>Mention the items in your classroom.</i></p> <p>No Name Number</p>	Isian singkat
3.4.2	siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya.	<p><i>Fill the table!</i></p> <p><i>Mention the public building around your area.</i></p> <p>No Name Number</p>	Isian singkat
4.4.1	siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana	Do in group make a word wall media	Project

4.4.2	<p>yang melibatkan tindakan memberi dan meminta informasi terkait nama benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama bangunan publik dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>		
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3. Rubrik penilaian dan pedoman penskoran

**Pengetahuan**

Nilai : untuk setiap jawaban

Nilai akhir : 10

**Keterampilan**

Rubrik penilaian keterampilan (praktik/project)

Kriteria	Deskripsi	Rentang Skor	Skor Perolehan
Mendeskripsikan secara lisan	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai.	(89-100)	

	Lancar, kosa kata dan kalimat berkembang.	(76-88)	
	Sesekali melihat teks, kosa kata terbatas tapi lancar	(61-75)	
	Membaca skrip, kosa kata terbatas, dan tidak lancar.	(0-60)	
	<b>Jumlah</b>		
Menulis teks	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat.	(89-100)	
	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat.	(76-88)	
	Fungsi sosial tercapai, struktur dan unsur kebahasaan kurang tepat.	(61-75)	
	Fungsi sosial, penggunaan kata, kalimat, dan struktur tidak sesuai.	(0-60)	
	<b>Jumlah</b>		

#### H. Media dan sumber belajar

1. Media : white board, word wall
2. Sumber belajar : buku When English Rings A Bell

Mengetahui kepala sekolah

guru SMPN 8

Dra. Sawiyah

Yulianti S.Pd

## SOAL PRE TEST

Name :

Nis :

Jawablah pertanyaan dibawah ini secara benar dan teliti sesuai dengan petunjuk pengerjaannya!

I. Hubungkan garis dari pertanyaan sebelah kiri ke jawaban pada sebelah kanan sesuai dengan jawaban yang paling benar dibawah ini.

WINDOW	→	JENDELA
BLANKET		MEJA
PICTURE		SELIMUT
CUPBOARD		BONEKA
TABLE		GAMBAR
DOLL		LEMARI

II. Susunlah huruf-huruf berikut menjadi sebuah kata yang benar dan bermakna!

1. b - E - w - o - r - e - y ( Eye brow )
2. s - y - E - e ( \_\_\_\_\_ )
3. i - r - H - a ( \_\_\_\_\_ )
4. n - a - H - d ( \_\_\_\_\_ )

5. o - M - h - t - U ( \_ \_ \_ \_ \_ )  
6. F - g - i - r - e - n ( \_ \_ \_ \_ \_ )

III. Carilah lawan kata dari kata sebelah kiri dengan kata sebelah kanan sesuai dengan jawaban yang paling benar!

- |          |              |
|----------|--------------|
| a. Dark  | f. Bright    |
| b. Black | g. Short     |
| c. Big   | h. Beautiful |
| d. Ugly  | i. White     |
| e. Tall  | j. Fat       |
| f. Thin  | k. Small     |

Jawaban :

- ( a & f )  
( \_ & \_ )  
( \_ & \_ )  
( \_ & \_ )  
( \_ & \_ )

IV. Buatlah sebuah kalimat dengan menggunakan kata-kata dibawah ini !

1. January
2. Breakfast
3. Saturday
4. Father
5. Teacher

## SOAL POST TEST

Name :

Nis :

Jawablah pertanyaan dibawah ini secara benar dan teliti sesuai dengan petunjuk pengerjaannya!

I. Hubungkan garis dari pertanyaan sebelah kiri ke jawaban pada sebelah kanan sesuai dengan jawaban yang paling benar dibawah ini.

BOWL

BOTOL

BOTTLE

CERMIN

LAMP

MANGKUK

MIRROR

BAK MANDI

TUB

LAMPU

II. Susunlah huruf-huruf berikut menjadi sebuah kata yang benar dan bermakna!

1. m - p - u - P ( \_\_\_\_\_ )
2. k - n - S - i ( \_\_\_\_\_ )
3. l - o - P - i - w - l ( \_\_\_\_\_ )
4. p - S - o - c - o ( \_\_\_\_\_ )
5. w - B - l - o ( \_\_\_\_\_ )

**III. Carilah lawan kata dari kata sebelah kiri dengan kata sebelah kanan sesuai dengan jawaban yang paling benar!**

- |          |            |
|----------|------------|
| a. spoon | f. glass   |
| b. plate | g. blanket |
| c. table | h. pencil  |
| d. bed   | i. fork    |
| e. book  | j. chair   |

**Jawaban :**

( \_ & \_ )

( \_ & \_ )

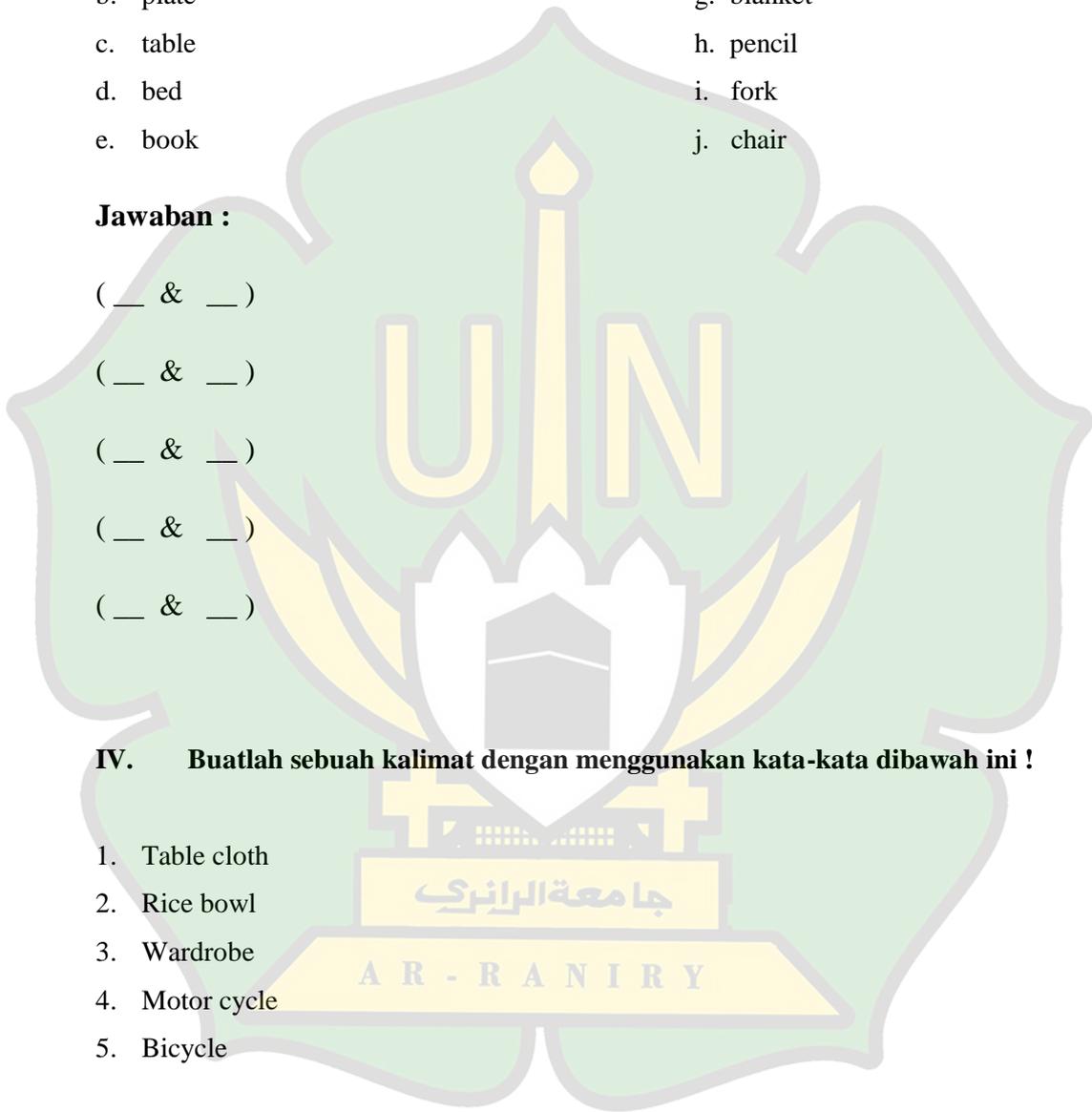
( \_ & \_ )

( \_ & \_ )

( \_ & \_ )

**IV. Buatlah sebuah kalimat dengan menggunakan kata-kata dibawah ini !**

1. Table cloth
2. Rice bowl
3. Wardrobe
4. Motor cycle
5. Bicycle



## QUESTIONNAIRE

Nama Inisial :

Hari/Tanggal :

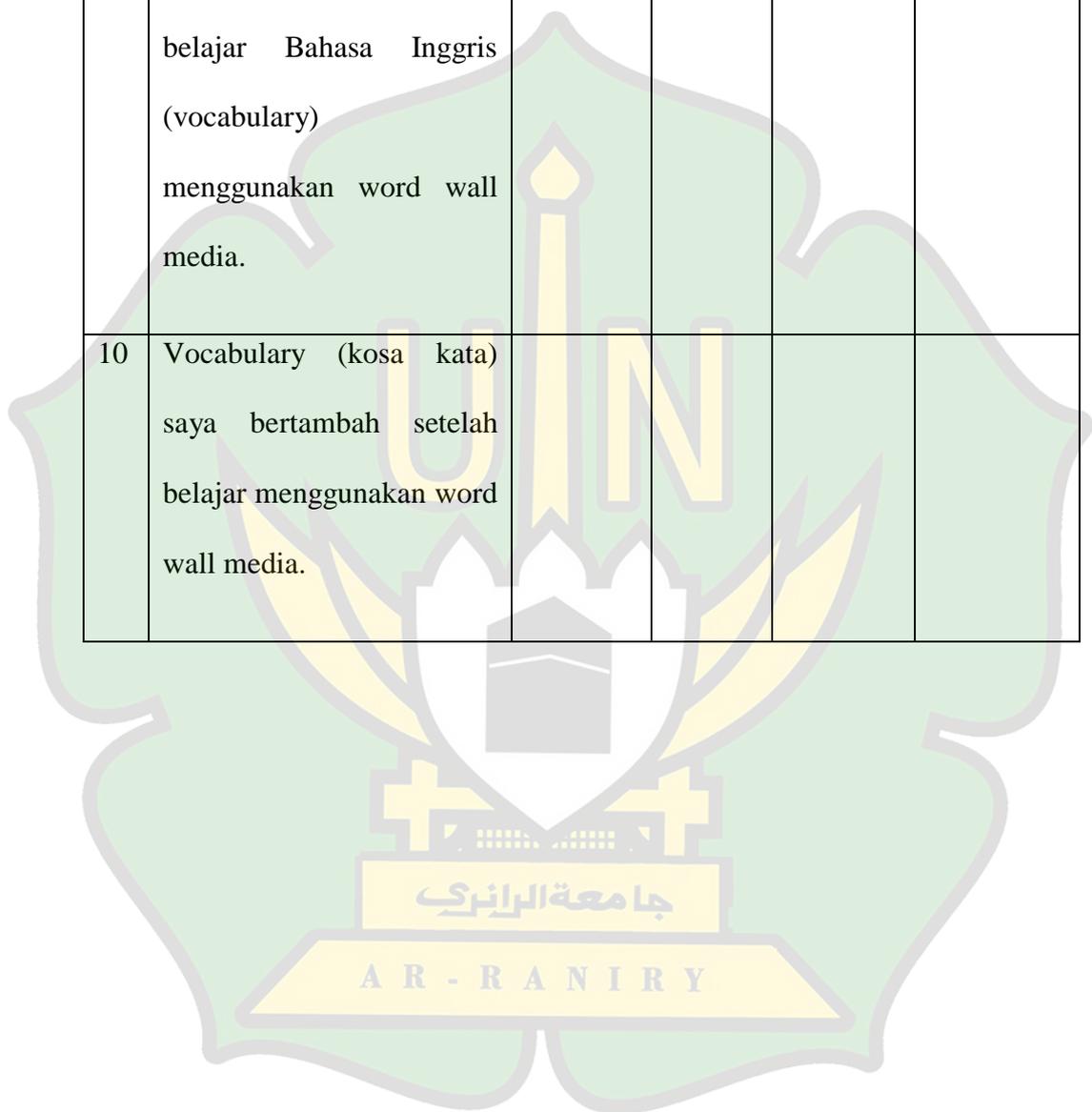
### Petunjuk Pengisian

- I. Bacalah pernyataan dibawah ini dengan teliti dan berilah tanda centang (√) pada jawaban yang paling sesuai menurut anda.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
1	Saya suka belajar Bahasa Inggris				
2	Saya suka belajar Bahasa Inggris tetapi saya hanya mempunyai sedikit vocabulary (kosa kata).				
3	Saya kesulitan dalam mengingat vocabulary (kosa kata) Bahasa Inggris.				
4	Saya ingin meningkatkan vocabulary (kosa kata)				

	saya.				
5	Saya ingin kedepannya belajar Bahasa Inggris (vocabulary) dengan menggunakan word wall media.				
6	Belajar dengan menggunakan word wall media sangat membantu saya dalam menguasai vocabulary (kosa kata)				
7	Saya lebih suka belajar menggunakan word wall media untuk membantu meningkatkan kosa kata (vocabulary) saya dari pada buku cetak (text book)				
8	Saya tidak merasa kesulitan dalam mengingat vocabulary (kosa kata)				

	dengan menggunakan word wall media.				
9	Saya merasa senang belajar Bahasa Inggris (vocabulary) menggunakan word wall media.				
10	Vocabulary (kosa kata) saya bertambah setelah belajar menggunakan word wall media.				



## AUTOBIOGRAPHY

Name : Yesi Ana Mariati

Place/Date of Birth : Nagan Raya/ 29 Juli 1995

Religion : Islam

National/Ethnic : Indonesia/Acehnese

Sex : Female

Marital Status : Single

Occupation : Student

Address : Nagan Raya

Phone Number : 082367381470

E-mail : [Yesianamariati18@gmail.com](mailto:Yesianamariati18@gmail.com)

Parents' Identity

- a. Father : Anwar AR
- b. Occupation : Civil Servant
- c. Mother : Mahri
- d. Occupation : -
- e. Address : Nagan Raya

Educational Background

- a. Elementary School : SDN 1 Nigan
- b. Junior High School : SMPN 1 Seunagan
- c. Senior High School : SMAN 1 Seunagan

Banda Aceh, Desember 30<sup>th</sup> 2018

Yesi Ana Mariati