

**THE IMPLEMENTATION OF VOCABULARY WORD WALL MEDIA  
FOR THE TENTH GRADE OF MA (MADRASAH ALIYAH) ABU  
DARRIN DANDER BOJONEGORO IN ACADEMIC YEAR OF 2017/2018**

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**Abstract**

Vocabulary is the basic knowledge for students to learn English as a foreign language. Vocabulary is one of the most important components of a language, especially English. English vocabulary is various and extremely large, students at least must understand the meaning of the words, so they will get what is spoken by someone or what is conveyed by the text. Teaching vocabulary using word wall can help the students increase their vocabulary achievement. The purpose of this study is described how to implementing vocabulary using Word Wall Media in the tenth grade students. By using qualitative research. The research finding in particular, it can be concluded that Word Wall can improve student's ability to use nouns. The results show that they are able to recognize nouns, adjectives, verbs etc. Word Wall can be used to improve students' vocabulary mastery. Its static has been proven by classroom observation of about 90% of 39 students love the implementation of word wall media.

**Keywords:** Vocabulary, Word Wall, Learning, and Implementation

**INTRODUCTION**

Vocabulary is one of important aspects in learning English. By mastering vocabulary, the students could learn English easily. It gives a big influence in every skill when the students learnt English. The students are able to speak fluently because

they had a lot of vocabularies. According to Similarly in Anggraini (2013:2), vocabulary is one of the basic elements in achieving all four language skills. Teaching media is one of the important things in education. Media are all of physical tools that are

able to provide the study and stimulate the students to study. According to (Sadimang 2008:6) teaching media is used in improving or increasing the quality of teaching process. One of the beneficial media in improving students' mastery of vocabulary is the word wall. By applying word wall, students can remember the vocabulary without feeling that they are very serious in studying. Through the habit such as looking the word wall, indirectly they remember the vocabulary.

The previous study that has already discussed about word wall media are Nadziroh (2010) with the title "The Effectiveness of word wall media in improving the fifth year students' mastery on vocabulary at SDN 04 Sumberbendo Pucanglaban". Both previous study above have proven that word wall media significantly improved students' vocabulary. By applying this word wall media,

## **METHOD**

The source of data is the subject where the data can be gained in detail. Those data are field data; they are data from teacher and data from students. The data gathered from the teacher are related to the teaching learning process in the previous time.

The data includes students' name list, students' score, learning

the score of the students in vocabulary kept increasing from the pre-test until the post-test.

To guide the exploration, we posed: (1) what is the implementation of Word Wall Media in the tenth grade students of the school?; (2) To what extent "Word Wall Media" improving study vocabulary in the tenth grade students of the school?.

The benefits of this study: (1) to describe how to implementing vocabulary using Word Wall Media in the tenth grade students of the school; (2) to know the extent of "Word Wall Media" to improve students vocabulary in the tenth grade students of the school.

method used before, students' interest and students' weakness. Data from students, including: students' responses and motivation to application of vocabulary Word Wall media. In achieving the objective of this study, the writer used qualitative case study method. In general qualitative research methods are especially useful in discovering the meaning that people give to events they experience. Case study is one of methods in qualitative research.

According to Merriam (1998: xiii) qualitative case study is an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit. The qualitative data consist observation, interview and questionnaire.

The observation is used to gather the data the teaching learning activity in preliminary study and during the implementation as how class condition and students' condition when teaching learning or during the study took place. Interview is formal meetings between two people where questions are asked by the interviewer to obtain information, qualities, attitudes, wishes etc. According to Arikunto

(1990) classification, there are three kinds of interview, namely (a) unstructured interview. In this type, the interviewer carries out the interview with no systematic plan and question, (b) structured interview. The interviewer carries out the interview by using a set question arranged in advance, (c) semi structured interview. The researchers give the questionnaire to know the students' motivation and interest after implementing the treatment. The researchers distribute closed-ended questionnaire to the students. The research was done for one month in research. The subject of this research was the Tenth 3 IPS class of MA Abu Darrin Bojonegoro. This class consist 39 students' and all of students are female.

## **FINDINGS AND DISCUSSION**

In doing the research the techniques of collecting data, the researcher qualitative data.

The qualitative data in this study were got from observations, students when teaching and learning activities, the results of questionnaire and interview. The questionnaire to describe how the motivation, response, and interest of students in each item that has been presented by the researcher. Observation to describe how class condition and student's condition when teaching learning or during the study took place, and interview for teacher.

The implementation of vocabulary Word Wall media. The observation was done to observe the students' activity during the treatments conducted in every cycle. The first cycle, in the beginning of the teaching learning process, in addition the teacher has prepared learning resources, learning methods and techniques, learning instruments and media, which will be used to support the teaching and learning process. The author can conclude, from the class that has been designed in such a way that is adapted to the theme of learning to be taught, it is "Vocabulary". In the second meeting, before beginning the learning process the teacher donated the pre-

questionnaire to the students. The teacher asked them to fill in the pre-questionnaire provided by the author. After that, the teacher introduced the implementation of word wall media in which students are assigned to 8 to 9 students in a group, with each looking for various vocabularies. He explains briefly what are the vocabulary, the various vocabularies, and the implementation of word wall. The teacher ensures that all students understand the material well by giving some questions to students related to the material and then giving them examples of words and analyzing together. After that, the teacher asks them to make a sample of words and analyze together what is right and wrong. At the end of the teaching, the author briefly reviews the material and information and then proceeds by dividing the students into groups / teams. The team will have higher players, lower performers and three average players because the total students are 39 students so the students are divided into 4 groups, each group of 8 to 9 students. In dividing the students, the authors used the students' outcomes from the last appearance they got from the teacher. After dividing the students into groups, it's time to learn. The teacher asks them to search for some words in the passage that do not know the meaning. Allotment time is approximately 25 minutes. By doing this, they can work in teams, share knowledge and try to solve common problems so they can search for difficult words or do not know

what they mean. After students complete a team study, they present their teamwork in front of the class and then analyze it with other team members.

The result of student's questionnaire in implementation Word Wall media. The students were given a questionnaire where they had to answer 'yes' or 'no' to each question. There are 10 questions. Questions are designed to elicit students' opinions in the teaching and learning process of word wall media. The results of questionnaire were:

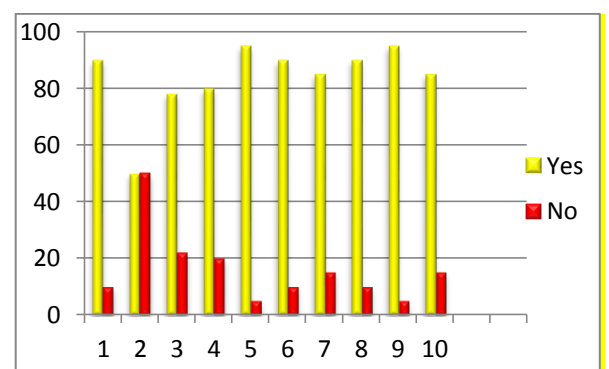


Figure 1. The Result of Questionnaire

From the chart above we can see that point 1 indicates 90% that the student chooses for the English lesson is important. Point 2 shows some students having difficulties in learning English. Point 3 shows that 78% of students know about vocabulary in English lessons. Point 4 shows 80% of students have difficulty recalling English vocabulary. Point 5 shows that 95% of students learning vocabulary is important. Point 6 shows that 90% of

students love to learn English with the media method of the word wall. Point 7 shows that 10% of students still find it difficult to remember vocabulary after using the word wall media. Point 8 shows that 90% of students are interested in learning English by using the word wall media. Point 9 shows that 95% of students expect teachers to use other methods in English learning. And last point 10 shows 85% of students are motivated to learn by using the word wall media.

Based on the finding description above, there are several things that can be noted down. It will be arranged based on the findings of each research problem.

For the first research problem, the finding showed that the implementation Word Wall media in vocabulary. The word wall is designed to be an interactive tool for students, and contains an array of words that can be used during teaching and learning process Word wall has some advantages for the learning process, such as the colourful design of the word wall which could activate the student's thinking process and students will not be bored and passive in class

## **CONCLUSIONS AND SUGGESTIONS**

Based on the result in the previous chapter, the researcher that

because they will interact with the word wall.

For the second research problem, the finding showed that so far, Word Wall media improving study vocabulary. Based on the result of finding the advantages of method, the researcher concludes that most students feel happy and interest in learning vocabulary. Moreover, most students also say that this method is easy to understand and remember because the vocabulary and its type are stuck on the wall for several days. Besides the vocabulary, this method also gives a good impact on other English skills, such as reading and writing. It can be understood that using vocabulary implementation of word wall media can increase students' vocabulary learning and create interesting situation in learning activity. The effectiveness has also been done by three previous researchers as explained in chapter two. However, beside an advantage, there is also a weakness in every method. This method has shown a shortcoming such as the vocabulary cannot be seen clearly for the students who sit behind.

concluded the result of classroom action research progress during teaching implementation of vocabulary word wall media. The average of students' questionnaire: 90% of the 39 students feel more

effective in the implementation of word wall media. Referring to the results of research, it can be said that in the implementation of the word wall media in the lesson about vocabulary is an effective way. In the process, the students are enthusiastic in learning the vocabulary. Learning media is said to be effective because students are fun and enthusiastic in the learning process. In particular, it can be concluded that Word Wall can improve student's ability to use nouns. The results show that they are able to recognize nouns, adjectives, verbs etc.

It needs as an improvement in teaching English in school and improving the quality of English teaching in school, especially in teaching vocabulary. English teachers should be more creative in finding suitable teaching for students. Teachers are welcomed to develop similar tasks by applying the same guidelines to those in this study but by utilizing different inputs.

The developed task is suitable for students because interesting activities and meet their needs. Also, his job can be done and provides a

detailed and simple grammar explanation. Thus, it is expected that these tasks can improve students' accuracy and motivating them to learn more about vocabulary.

The tasks that are developed based are very useful as references to other material developers. They can take some benefit from the tasks in designing their products. They can develop the material by adapting some component listening tasks such as objectives, inputs, activities, teacher roles, student roles, backgrounds, and other supporting components. In addition, they can take the formatting and layout design as their product models.

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