

**IMPROVING STUDENT'S VOCABULARY MASTERY USING PICTURE
WALL MEDIA TO SEVENTH GRADES STUDENTS AT SMP
MUHAMMADIYAH AT-TAJDID CEPU IN ACADEMIC YEAR 2017/2018**
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PROGRAM STUDY PENDIDIKAN BAHASA INGGRIS

FAKULTAS PENDIDIKAN BAHASA DAN SENI

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Abstract

The research was aimed at investigating the use of Picture Wall media in helping junior High school students learn vocabulary and students' opinions toward the implementation of picture Wall media in teaching vocabulary. The qualitative method was employed in this study. The data were obtained through observation, questionnaire, and documents as the instrument of the research. The use of picture Wall media in teaching vocabulary was helpful for junior high school students by facilitating teacher and students to carry out all of the steps in implementing picture Wall media proposed by expert. The result also displayed that picture wall media have important roles in helping students learn vocabulary with more than 50% responses were positive regarding the students' responses to the use of picture Wall. In the end, based on the result of the study, delivering picture Wall media is recommended to be implemented in junior high school's classroom.

Keywords: Picture Wall; teaching vocabulary;

INTRODUCTION

In this 21st century world, English will still play vital roles and gained more prestige in education (Suhardi, 2017). He further said that using English in the 21st century means building skills for communication and collaboration as well. In addition, in this 21st, teachers should work on students' critical thinking and problem solving skills and encourage them to be life-long learners. Furthermore, the illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn (Toffler, 2014).

Indonesian students in 21st century world are expected to be proficient in English both in spoken and written forms. In order to achieve students' English proficiency, English must be taught as a compulsory subject at school in Indonesia, especially in the Junior High School. However, such a fact does not guarantee that the students have mastered English well, because Indonesian students prefer their first language in daily activities because of the lack of vocabulary mastery. Even though students know the importance of vocabulary, they still learn

vocabulary passively due to several factors, for instance most English teachers still use traditional methods in teaching English (Ahmad, 2011). For example, most of English teachers still use memorizing strategy in learning vocabulary by using dictionary as a basic step in learning English. The use of that method makes the lesson run in a very monotonous situation and most students will be lacked of interest and motivation in learning English as an official subject.

Furthermore, students' vocabulary mastery influences the students' understanding to achieve learning purposes in their various subjects. They are required to perform complex tasks using new vocabulary especially in writing activity. Moreover in writing activity context, students mostly face a problem finding ideas to write and do not know what to do if they want to start writing because they have a problem in building the vocabularies into written text. In accordance to that problem, teachers have to find other strategies in teaching writing that provide a fun and enjoyable situation. It is agreed that if students are learning in a fun and enjoyable situation, it will be easier for them to

understand and absorb the material, especially for young learners. For the reason above, variation in teaching writing is needed. The teachers should find a strategy or effective media to encourage students' interest and to build their self-confidence in learning vocabulary. One of media that offer safe and enjoyable in teaching vocabulary is picture wall media. According to Copper & Kiger (2003), cited in Jasmine, Schiels (2009), picture wall is a picture and collection of words that arranged in high-frequency appropriate sight, picture wall can be classified into groups or categories, and is located on the wall of a class room for students to easily see and learn. Regarding those situations, there search tries to overcome the problems in teaching vocabulary by applying method namely "Picture Wall Media".

Picture wall activities may engage students while they learn new vocabularies whetherto explain a word or to spell it. This is inline with (Cronsberry, 2004) who said that picture wall can help students to build their vocabulary, improve spelling in written work, and explain ideas through oral communication. Additionally, when students use the picture wall, they become more conscious of words and definitions. It also helps students become aware of vocabulary in the world around them.

This study will be conducted to describe how their plementation of Picture Wall media help the Junior High School Students to write Describe picture .in an enjoyable and interesting way. In such an enjoyable and fun situation, students hope fully will learn better because they will be highly motivated to be involved in teaching learning process. For that reason ,a study on of their plementation of picture wall media in teaching vocabulary for Junior High School students will be conducted to 7th grade students in Junior High School.

Referring to those explanation above, this research aims to investigate the implementation of picture wall media in teaching vocabulary for Junior High School students and to find out students' responses to the use of picture wall in teaching vocabulary to 7th graders of SMP muhammadiyah At-Tajdid cepu. This research is expected to help teachers in teaching vocabulary process even more easy and effective and also give moderate effect on students' ability in vocabulary by using picture wall media.

LITERATURE REVIEW

Picture Wall

A picture wall is a picture and collection of high-frequency sight words that are age appropriate, classified into groups or categories, and is located on the wall of a classroom for children to easily see and learn (Brabham & Villaume, 2001; Copper & Kiger, 2003). Additionally, Green (1993) argues that picture wall helps to create a print-rich environment for students, and can be a wonderful tool that is designed to promote group learning.

Regarding to the definition above, picture wall is a systematically organized a picture and collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool to use, not just display.

Picture Wall Media

It is not enough to simply have a Picture wall in the classroom. You have to 'do' the Picture wall (Cunningham, 2000). Teachers cannot simply put up words some where in the classroom and tell students to use them. Doing a picture wall means being selective and limiting the words that are essential to the unit of study. Doing a Picture wall means making the words accessible by putting them where students can see them. Doing a picture wall means adding words gradually; Cunningham (2000) suggests adding five words a week. Doing a picture wall means students have time to practice and to write with the words. Doing a picture wall means using a variety of review activities to provide enough practice so that the words become automatic for the students. Teachers who 'do' picture walls report that all students can learn critical words. Picture walls Media also serve to teach word analysis and to build vocabulary from units of study.

Teaching Vocabulary

Vocabulary is one of component that has to be taught to students with correct ways in order that students can understand it well. So, teaching vocabulary needs some considerations. According to Allen (1999: 17), "Teaching vocabulary is teaching new labels for familiar concepts". It means that teaching vocabulary is teaching new vocabulary to the students. In here the students can increase new word and make them more understand. Beside that Shejbalová (2006: 10) states, "Teaching and learning vocabulary is a complex process. The students' aim to be reached in learning vocabulary process is primarily their ability to

recall the word at will and to recognize it in its spoken and written form". It means that teaching vocabulary is teach the students how they are understanding about meaning of word and how recognize the word in speaking or writing. From the definition above, it can be concluded that teaching vocabulary is teaching a new word to the students and make them understand about the meaning of the word.

Steps in Teaching vocabulary Descriptive Text with Picture Wall Media.

The steps of using picture Wall by Jackson (2013) will be used in the teaching vocabulary descriptive text activities. The following are steps of the implementation of picture wall according to Jackson (2013).

Step1:Brainstormalistofwordswiththe students.

Arrange the words in alpha beticalorder or classify the minto group sorcategories on a wall designatedthe "picture wall." For a multilingual classroom, add translations and illustrations tothe words tosupport understanding.

In theimplementation, thestudents will beaskedtocreatetheirownwordwall. In creatingthismedia, theresearcher determines thekeywordsrelatedtothethemeandwritea scriptin large letter on a paper, so it possiblecanbeseenclearlybyallstudents in the class.The keywords canbe adjectives, nouns,verb,or adverbwhichis customized with themes that will be studied. The students asked tocreate a collectionof vocabularywords on a piece ofcardboard that relate to thethemeof learning.

The picture wall will be classifies into somecategoriesinorder to makethestudents easytofind aword thatthey need. For instance, the words "wavy, straight, and curly"willbeclassifiedinto hair group. The researcher also willfocusontheadjectives formsandprovide thewordswiththepicture as theillustrationto supportstudents' understanding. For example, the words"oval, square, heart" will be provided with the pictureofthoseshapes. Thewordsarealso printedinalargefontso thattheyareeasily visible from all studentseatingareas. These wordsarereferredtocontinuallythroughout aunitor termby the teacher andstudents during a varietyof activities.

In brains torm activity, students will be asked to do some words activities to help them memorize the words such as words match, group presentation, and arranging letters into words.

Step2:Refer to the picture wall when ever a word is discussed in class.

Point out the possibilities of the word wallto the students and allow them to experiment with new word son the picture wall. In picture wall activity,the students can choose some words to arrange sentence. For example, students have to choose 10 words from word wall to describe some one. Another example is, students have to find words that are consistin picture wall from the puzzle. From puzzle activity,students canbrain storms words from picture wall and help them to memorize new words from picture wall. The activity can be full lesson or short eractivities that makes students play with this media and teaches them the material sin directly.

Step 3: Review Words

Multiple exposures to new words is key to understanding the nuances of a word's meaning. Review words and continually use them in new and varied contexts. The review activity in this research is writing activity. The students will be asked to write sentences in describing someone and paragraphs of descriptive text in the end of the teaching program.

There are some tips to support our interactive word walls, (Patricia Antonacci & Catherine M. O'Collaghan, 2012). First, incorporate the Interactive Word Wall strategy as part of the word study instructional routine. It means whenever you teach English, promote the students to always use this strategy when they have any difficulties in words. Second, select the display wall carefully; making sure that it is at eye level and large enough to post the words. Teachers must create the word wall bigger so students can see clearly. Third, decide on how you wish to display the words, such as alphabetically or organized by themes or content areas. There are many kinds of word wall examples, there are alphabetically and themes, you can see, that is the example of alphabetical word wall, and that one is the theme picture wall. Last, write the words legibly on a tag or paper, demonstrating appropriate handwriting. The teachers or students write the words in an oak tag or paper in a good handwriting, so other students can understand the handwriting.

METHOD

This study employed a qualitative approach. This method is applied to discover a phenomenon which is seen by participants' point of view (Creswell, 1994). In addition, qualitative research is designed to reveal a target audience's range of behavior and the perception that drive it with reference to specific topics or issues (Qualitative Research Association, 2014). They further say that qualitative approach uses in-depth studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are descriptive rather than predictive.

In addition, this research used descriptive method. The data from teacher's journal, questionnaires, students' writing, and

students' reflective journals were analyzed descriptively to explore their attitudes, behavior, and experience along with the teaching program. This idea is in line with Dawson (2009) who said that descriptive method can be a way to discover participants' attitude, behavior, and experience. This study was not designed to find any significant result in a form of statistical quantification as it should be in quantitative one, but rather to find patterns of data.

Moreover, in order to establish trustworthiness, some data collection techniques were employed as a form of methodological triangulation, such as teacher's journal, questionnaires, students' reflective journals, and students' writing. This allowed the researcher to have a better assessment of the validity from feedback in questionnaires and students' reflective journals and to reduce bias or limitation of one particular technique. Considering the reason above, descriptive qualitative was suitable to be applied in this study.

FINDINGS AND DISCUSSION

This chapter presents the process of the research conducted in the Cycle I and Cycle II as well as the result of the research. There are four sections in this chapter. The first presents the preliminary research sections. The second reports the research implementation. The third presents the post of result, and the last presents discussions.

A. Preliminary Research

This research was conducted in one class of SMP Muhammadiyah At-Tajdid Cepu. The school location is in Jl. Cepu Randublatung Km 01 Desa Tambakromo Kec Cepu.. Mrs. Alif Firmansyah, S.Pd is a headmaster there. The English teacher in SMP Muhammadiyah At-Tajdid Cepu Helmi Gunawan, M.Pd. He was an observer during the research taught the students. The research started from May 2018 until June 2018.

This research was accomplished in two cycles, while every cycle consisted of four steps (planning, acting, observing, and reflecting). In the last meeting of each cycle, the students were taken the test as the post-test.

1. The Result of Interview

The research interviewed the teacher. This interview before implemented the picture wall media. It was conducted on May 9th, 2018. For teachers, the interview is held one time before the treatment was doing in the cycle. When the researcher met the teacher of English language, the researcher asked several things related to English learning. Among them is how to learn English so far, what difficulties faced by students during the learning process took place, all this time whether students master the English vocabulary, what methods are used by the teacher in learning so that student motivation and interest increases, what according to subject teachers English about "word wall" which researchers will apply in improving vocabulary mastery. From the teacher's answer interview showed that there were differences feeling before the implemented of the word wall.

The teacher felt satisfied with the improvement made by the students focus on vocabulary score through the word wall media. The teacher also motivated to use word wall as media because it could facilitate the students in retaining their vocabulary.

2. The Result of Observation Checklist

Based on observation checklist toward teaching learning process in this study, the researcher concluded that: In this step, the researcher observed students' performance in teaching and learning before using picture wall media. The student motivation was low and their not attention when the researcher explained the material. the researcher explained the material using picture wall media.

3. The Result of Field Notes

Field notes were written up by the researcher in every meeting during conducting the reseach. From the field note, it was found that the students were active and enthusiastic during the teaching learning process. Even though, some of students were lazy to learned vocabulary, but when the researcher applied the picture wall media, they felt interested and enjoy in study vocabulary. So, in this research, students showed the improvement in learning vocabulary.

The researcher interviewed some students after conducting the observation. Based on the observations and interviews, there were several problems found during the teaching and learning process. Concerning the teaching and learning process, there were also some discussions with the English teacher. First, the researcher discussed the field problems the researcher found with the collaborator. She said that it was impossible to solve all problems occurring because of the limited time. So by considering the time, fun and energy, we agreed to select problems to solve from the English teaching and learning process in class VII B. After determining the field problems to solve, the collaborator and the researcher had a discussion to analyze the field problems and main

causes. This step was important to recognize the obstacles and weakness related to the field problems found.

Then we concluded that the possible main cause of the problems was the teacher. The teacher failed to motivate the students. The activities conducted were less varied and monotonous. The teacher was not creative in varying and creating tasks because she only reviewed the materials on the course book. The teacher gave less opportunity to students to learn to practice new words orally and to speak, or it was teacher-centered. She also rarely used media, such as pictures, video, etc.

Then some effects happened to the students. They became passive and silent, and got bored easily during the teaching and learning process. In addition, the students became less motivated and seemed reluctant in responding to the teachers questions.

After analyzing the cause of the problems, we continued the discussion and determined that the problems related to the students personality needed to be solved as soon as possible since communicative approach is students-centered approach. To solve these problems, we could start with the teacher. Starting to change the teacher's ways of teaching was the first effort to solve the problems. So we agreed to use word wall media supported by various activities to stimulate students to be confident, interested and excited in learning the language and also materials from many sources that were suitable with the curriculum and students needs. The teacher also needed to create a good atmosphere so that the students could learn comfortably without feeling anxious and afraid of making mistakes.

4. The Result of Pre-test

A pre-test was given at the first stage of this study. It was conducted on May 9th, 2018. There were 24 students joined the

test. On the pre-test, students were asked to do an exercise about their knowledge about

basic vocabulary and the time allotment was thirty minutes.

Before making a plan to conduct a classroom action research, I had discussed with English teacher. The discussion resulted that the students' ability in tenses still needed an improvement to get a satisfying result. It was consisted of 25 items of completion test.

To get the result of pre -test, firstly the researcher calculated the mean score:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{n} \\ \bar{X} &= \frac{1320}{24} \\ \bar{X} &= 55.4\end{aligned}$$

Then, to the percentage of students who passed the KKM is nothing.

Based on the result of the pre-test, the data showed that the mean score of Pre-test is 55.4. There is no student who got the score above the Minimum Passing Grade (KKM) meanwhile the 24 students were below that criterion. From the analyzing, it could be seen that almost of VII B of SMP Muhammadiyah At-Tajdid students' vocabulary was still very low.

5. The Result of Pre Questionnaire

Pre questionnaire is a questionnaire given before the research is carried out, this activity was held on May 14th, 2018 at the end of the first meeting. In the pre-questionnaire there were ten questions, all of the students were asked to fill the questionnaire by giving checklist "yes" or "no". Most of the students is not interested in learning and teaching English language.

B. Research Implementation

First cycle conducted after pre-test on May 21th, 2018. After all students has done their pre-test for thirty minutes, the next activity was implementation of the first cycle. In this meeting, I had a plan based on the result of the discussion between me and English teacher about students' unsatisfying result in

understanding on vocabulary and it would be carried out step by step.

The plan was introducing picture wall media that would be applied in understanding on vocabulary. The main purpose of this research was improving students' understanding on vocabulary using word wall as media than conventional method. Firstly, I asked the students to discuss the pre-test they had just done. I asked them to discuss about basic pattern of vocabulary. After they finished their discussion, I gave more specific explanation about everything related to the vocabulary. It was purposed to get the students' interest and attantion before they were given some treatments. During the learning activities, the class was quite easy to manage. All of the students paid full attention to researchers instruction. Therefore, the planned activities were done well. They were enthusiastic and enjoyable about the topic which discussed by the researcher in classroom. They also seriously to making the picture wall in their group.

Improvements in the learning process can be seen from students' score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 is nothing. In the post-test of cycle I, the students who got the score 75 or more were 3 students' (12.5%). The improvement of the pre-test to the post-test of cycle I was about 12.5%. It could be concluded that the students' vocabulary mastery improved but not successfully. So, the researcher was conducted cycle II.

photographs evidence which written and took by researcher during the teaching and learning process in classroom. We can see the students enjoyable, happy and enthusiastic than before. After the technique implementation in the class, the researcher found that students had low vocabulary achievement. Based on the application of picture wall media in cycle 1 had strength:

Strength:

1. Picture wall media made students felt comfortable with condition in the classroom.
2. Picture Wall media made students were more enthusiastic in studying English lesson.
3. Picture Wall media can increase the student's ability in mastering vocabulary.

But the technique has a weakness during teaching learning process such as:

Weakness:

1. Picture Wall media the student loss attention in the lesson.
2. Picture Wall Media not reaches minimum score in English lesson.
3. Picture Wall Media not increased achievement in vocabulary mastery.
4. The result in cycle 1 not success therefore the researcher want to improve vocabulary mastery. The researcher decided to continue the next cycle.

The second cycle , it was conducted on May 30th, 2018. In general, the procedure of teaching learning of this cycle was the same as previous meeting. There must be an improvement for the students in understanding on vocabulary.

beginning of the lesson, students were asked to make a group of five and Make the picture wall about describing character of the picture. The researcher order the student for make a story about the picture and found the words; noun, verbs and adjective. The

researcher order the students in class would be more active then they must memorize the new words about noun, verbs and adjective that connected to them story. In this cycle, most of students were enthusiastic and serious when they make the picture wall, because in this part who can found a new word and who firstly wrote a new word on the board they would be got high score. They could be enjoyable done this lesson. The researcher was very happy with the students result. From the last result it indicated that the students had able to answer the test. Most of students got score up 75.

Based on the data observation, there was an improvement in the teaching learning process. The researcher could improve the students' vocabulary mastery. The result of the post-test II of the second cycle, it showed that the total score of the students was 2090 and the number of the students who took the test was 24. So, the mean of the students' score of the test was 87. It can be seen that the students' score in vocabulary was increased. The percentage of the students' score of the post- test II was 22 students who passed or got score up to 75, it was 91.4%. On the other hand, 2 students failed or didn't get score up to 75. So, post-test II of the second cycle was

understanding on vocabulary exercise in this meeting, I had warned them to practice understanding of vocabulary in previous meeting so they could prepare it before. Automatically the percentage of students who got point up 75 or passed the KKM also grew up. In the pre-test, the students who got point up 75 is nothing. In the post-test 1 students who got point up 75 were 3 students (12.5%). It means that there was an increasing about 12.5%. Post-test 2 the students passed KKM 75 were 22 (91.4%) and the increasing was about 79%. From the data above, showed by applying this media, the score of the students in vocabulary kept increasing from the pre test until post test in each cycle.

Discussion

After describing the analysis both descriptive analysis and inferential analysis, the researcher will discuss more about improvement of student's vocabulary mastery using picture wall media and the Participation During the Implementation of Picture wall media.

1. The Improvement of students' Vocabulary mastery Using Picture Wall .

As mentioned in the previous chapter, the main purpose of this study was to improve vocabulary mastery by using Picture wall media for seventh B grades student's at SMP Muhammadiyah At-Tajdid Cepu In academic year 2018/2019. Looking from the finding, it was shown that the students"

vocabulary mastery could be improved through The Picture wall

media. This findings is according to Linse (2005: 122) stated that

score of post-test II was 32. There was a significant difference of

“learners need to acquire vocabulary learning strategies in order to discover the meaning of new words”.

The researcher also found that in learning vocabulary through Piture wall media, the students enjoyed and were motivated to

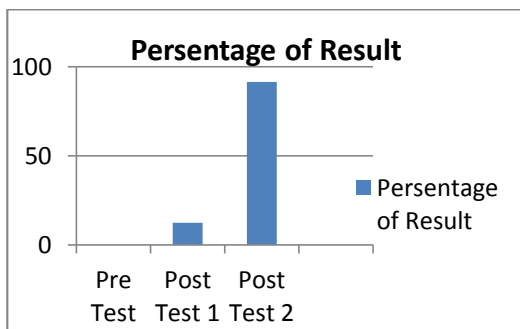
memorize new vocabularies and learning English. It is seen from their enthusiasm and interests in the lesson. While the teaching-learning process and the increasing of their understanding and memorizing was seen from their score.

They will not feel bored, because game is such as an ice break from the usual routine of the language class.

2. The Students Participation During the Implementation of Picture wall media.

The mean score of pre-test was 55. The total mean score of the post-test score obtained by the subjects under study in post-test I 66.6 and in post-test II 87. It can be showed in diagram :

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The difference of the mean score of pre-test and the total mean score of post-test I was 11.6. The difference of the mean score of pre-test and total mean

20.4between the total mean score in post-test I and post-test II. The difference of the mean figure concluded that the teaching of

English vocabulary mastery by using Picture wall media was more effective.

The additional supporting data were collected by administering questionnaire. Based on the results of the questionnaire which had been completely by the subjects under study, it could be seen briefly stated as follows; the proportional total figures of the total response of the post-questionnaire for the statements 6 = 21, 7 =22, 8 = 24, 9 = 5, 10 = 23. The figure showed that 21students more understand about the material when use realia method, 22 students gave the positive response and liked

the method, 24 students felt interest when using realia method in the material, 5students answered not boring when their teacher use thematic vocabulary cards method to teach in descriptive text, and 23students more motivate to study english when their teacher teach uses realia method in descriptive text. From the result of the post-questionnaire and the test, it can be concluded that picture wall media helped the Seventh B grade Student’s of SMP Muhammadiyah At-Tajdid Cepu to improve their vocabulary mastery. The students’ learning behavior could change positively.

3. The students’ attitude toward vocabulary mastery use Picture wall media.

The result of the observation checklist, the researcher concluded

positive response. When the researcher explain the material and using Picture wall media, the students very enthusiastic

CONCLUSION

From the discussions mentioned in the previous chapter, the researcher draws some conclusions as the result of the study in the seventh grade VII B of SMP Muhammadiyah At-Tajdid cepu in academic year 2017/2018. on the improving students' improving vocabulary mastery by using picture wall media.

1. The using of picture wall media to improve students' vocabulary mastery was an alternative way. The picture wall was the media that can make students more interested in the material of vocabulary mastery. By using picture wall media, teacher can stimulate the students to memorizing and remembering the new word and understanding means of word. One of the differences of picture wall media than the other is picture wall more interest and attractive activity, so the students more enjoyed when they learn vocabulary mastery. Picture wall is an excellent learning aid, the students have to memorizing new word and understood the means of word. The picture wall media was motivated students to learn English vocabulary mastery. Furthermore the use picture wall as media was in good design and good theme, so the students more motivated and enjoyed in the learning process.
2. Based on the result of the research that had been done in second cycles, it can be taken the conclusions that there is an improvement. The students' vocabulary mastery

improved after being taught by using picture wall media in learning. The implementation of picture wall media in learning to improve students' vocabulary mastery was very effective. It was supported by the significance result of students score in the pre-test (55.7), post-test 1 (66.7) and Post-test 2 (85.7). The using of picture wall in teaching and learning English was interesting for the students; it could be seen in the result of observation. The researcher uses picture wall media in learning because it can motivated students to learned English vocabulary mastery more fun and easily. However, there were some problems in using picture wall media to improve students' vocabulary mastery, for example some of students were still confused because some of them is never using the picture wall media in teaching and learning English vocabulary mastery. So the English teachers had to give some explanation about picture wall media when teaching.

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