

## INTERACTIVE WORDS WALLS METHOD to IMPROVE VOCABULARY MASTERY

Siti Marfuani<sup>1)</sup>, Oktha Ika Rahmawati<sup>2)</sup>, Chyntia Heru Woro Prastiwi<sup>3)</sup>

<sup>1</sup>Faculty of Languages and Art Education, IKIP PGRI Bojonegoro  
email: [sitimarfuani98@gmail.com](mailto:sitimarfuani98@gmail.com)

<sup>2</sup> Faculty of Languages and Art Education, IKIP PGRI Bojonegoro  
email: [oktha\\_ika@ikipgribojonegoro.ac.id](mailto:oktha_ika@ikipgribojonegoro.ac.id)

<sup>3</sup> Faculty of Languages and Art Education, IKIP PGRI Bojonegoro  
email: [chyntia\\_heru@ikipgribojonegoro.ac.id](mailto:chyntia_heru@ikipgribojonegoro.ac.id)

### *Abstract*

*The purpose of the research was to determine whether interactive words walls method could increase students' vocabulary mastery and to describe what happens during the implementation of Direct Instruction in English learning. In this research, the researcher gave test in pre-test to determine students' vocabulary mastery and a post-test after treatment by using of interactive words walls method. The kind of this research was classroom action research (CAR) which was conducted in only one cycle. The cycle consisted of planning, acting, observing and reflecting. The object of this research was the students' vocabulary mastery. In collecting the data, the researcher used test, observation sheet, field note, interview, questionnaire and documentation. The result of this research showed that interactive words walls method had positive role in increasing the vocabulary mastery at the seventh grade of SMP MBS Cepu. It could be proved by the students' average score from pre test to post test I. The average score in pre test was 67.77 and in post test I became 84.95. It meant that the using of interactive words walls method can increase the students' vocabulary mastery.*

**Keyword:** *Interactive Words Walls Method, Vocabulary Mastery, Classroom Action Research (CAR)*

### *Abstrak*

*Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan interactive words walls method (kata dinding interaktif) dapat meningkatkan penguasaan kosakata siswa pada siswa kelas tujuh SMP MBS Cepu tahun ajaran 2020/2021. Dalam penelitian ini, peneliti memberikan tes dalam bentuk pre-test untuk mengetahui penguasaan kosakata dan post-test I untuk mengetahui hasil penguasaan kosakata setelah menggunakan interactive words walls method. Bentuk dari penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam 1 siklus. Dalam siklus tersebut terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah penguasaan kosakata siswa. Dalam pengumpulan data peneliti menggunakan test, catatan lapangan, wawancara, angket, dan dokumentasi. Hasil dari penelitian ini menunjukkan bahwa interactive words walls method memiliki peran positif dalam meningkatkan penguasaan kosakata siswa kelas tujuh SMP MBS Cepu. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre test adalah 67.77, dan post test I menjadi 84.95. Ini berarti penggunaan interactive words walls dapat meningkatkan penguasaan kosakata siswa.*

**Kata kunci:** *Metode Interactive Words Walls, Penguasaan Kosakata, PTK*

## INTRODUCTION

English as an international language is spoken almost all over the world. Nowadays, English takes an important role communication language used in many sectors of life such as, trading, bilateral relationship, science, technology, and many others. In learning a foreign language, vocabulary plays an important role. It is one element that links the four language skills of speaking, listening, reading, and writing. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledge transferred for a better life.

The English vocabulary plays a fundamental role in the competence of learning English. For the first, we need to raise up our thinking by entering denotation and connotation of English vocabulary system. In order to relate in doing communication through the four language skills as we were mentioned above. The second is we may argue that the word concepts are like a part of lexemes which is having the meaning concept that may give sense of meaning in expressing or interpreting utterance used conversation or communication interaction (Husna,2011;1).

Harmer In Kurniawati, (2011:15) states vocabulary is a basic English sub skill that must be taught to the students because vocabulary is one of aspects in English. It is very important for studying English. Learner who just learns grammar without vocabulary will be difficult to convey what he or she wants to say. However, learner who just learn vocabulary or just read text or open dictionary will be able to say something

Harmer in Hidayah (2014: 12) distinguishes between these two kinds of vocabulary. The first kind of vocabulary refers to the stock of words which have been taught by the teacher or learnt by the students and which are expected to be able to use. While the second term refers to the words recognize when they meet them. Both of them, they will probably not be able to

pronounce. Behlol in Achmad (2013:78) also stated that vocabularies can be divided into active and passive vocabularies. Junaida, (2011:01) divided Word based on their functional categories, it is called “the eight part of speech”, they are: Pronoun, Adjective, Noun, Conjunction, Adverb, Verb, Interjection and Preposition.

There are some ways in testing vocabulary. Herold (2007), the purpose of vocabulary test is measure the comprehension and productive of word used in speaking and writing. There are four general kinds of vocabulary test, that was limited response, multiple choice completion, multiple choice paraphrase, simple completion (word). From the ways above, the researcher used multiple choice completion, because it was easy in scoring when testing vocabulary.

There were most problems of teaching English that vocabulary mastery in seventh grade students of SMP MBS Cepu was low. The problem of vocabulary mastery faced by seventh grade students of SMP MBS Cepu was they cannot remember about the vocabulary that has been taught. It means that they forget it easily. So that, this study develops the strategy of English learning especially in vocabulary aspect to improve the students' vocabularies. First, the teacher gives an example of one main vocabulary and then the students should be able to develop and mention the vocabularies related on the main vocabulary mentioned.

The traditional method is usually used by looking for difficult words and finds the meaning in the dictionary and students supposed to memorize the word. They were lazy to memorize the unfamiliar words that they heard or read in the text. They had difficulties in understanding or comprehending the meaning of unfamiliar words and memorizing new words. They also may have low motivation in learning English because they thought English was difficult. Furthermore, they will have boredom in English class.

On the based of the background of the study stated, interactive words wall method improved the students' English vocabulary in seventh grade of SMP MBS

Cepu. Meanwhile this study was aimed to find the improvement of students' vocabulary through semantic mapping strategy in seventh grade of SMP MBS Cepu

This study focused on teaching vocabulary through interactive words walls method. The limitation of the study is the researcher ask the students to write some words that related to the main word given by the researcher. According to Erin (2011) states that interactive words walls showcase well-selected words; they help teachers build a foundation for student content vocabulary comprehension. They also support word-learning strategies by highlighting root words, suffixes, prefixes, and their meanings. This helps students decode meaning in text. Additionally, when students use the words walls they become more conscious of words and definitions. support content comprehension. It also helps students become aware of vocabulary in the world around them.

This study is expected to be a reference in English learning in the class. Besides that, it can be used to improve students' creativity in the class because they are demanded to develop the vocabularies related the main vocabulary that given.

## **METHOD**

The research design of this study was Classroom Action Research (CAR). Lewin in Arikuto (2006: 92), there are four basic steps in action research. They are planning, acting, observing and reflecting. In the planning, there is identifying problem, acting and observing steps, collecting and interpreting data and acting in evidence of the research. After that reflecting steps, the result is evaluated and it is continued to next.

Classroom Action Research (CAR) is a study focused on a specific problem that occurs in a class by assistance of the observer. It also focuses on the processes not only the result. Doing CAR means observing the process of the treatment. It is strongly recommended that an observer watches the process during CAR conducted. It is done to assist sharing the problem of the process and formulating plan for next cycles. In this case, to find out the advancement of the students'

vocabulary skill through building words game.

The data of the research was obtained qualitative and quantitative data. Qualitative approach deals with how the students understand about the material given. The data will be got from the interview, questionnaire, observation sheet and field note. Quantitative approach deals with the comparison of the result test that is done before and after the treatment

SMP MBS Cepu. This school was located at Muhammadiyah community, RSU Street, no 99, Cepu, Blora, Central Java. The subject of this study was seventh grade of SMP MBS Cepu that consisted of 17 students. This class was chosen because of their vocabulary was poor if compared with the other class. In this study, the instrument used to collect the data are interview, observation sheet, questionnaire, field note and test. Interview was useful for the researcher for getting data by making dialogue with students as source of information or data. Interview was used to describe students' basic condition and problem, their learning habit, and the students' responses in implementing linking words game in the classroom during the research.

By doing observation, the researcher could observe all activities and behavior in the classroom during the implementation of action with teaching planning that has been designed before as well as describe the data of the students' responses in doing suitability between the implementation the method. Questionnaire is given to the students in order to get some informations which related to the students feeling, motivation and interest before and after they were taught using semantic mapping.

The test in this study is divided into two kinds, they are pre-test and post test. Pre-test is conducted on the first meeting which has purpose to know the students' basic vocabulary knowledge before the study. Besides, post-test I was given at the end of treatment. It aimed to know whether the students' vocabulary is improved after they received treatment of teaching vocabulary using Interactive Words Walls Method.

The pre-test would be given at the first meeting. It consisted of 25 questions in 10 multiple choices and 15 essays. Some of the questions were in the sentence with the blank words, where the students should fill that blank word with the one of the correct answer that was provided. And the other questions, the students should guess the meaning of the underlined word with choosing the correct answer. Therefore, essay's questions were find the translation of the word. Then in the last meeting, the researcher did post test to see the development of students' vocabulary that is taught using Interactive Words Walls Method

#### FINDINGS AND DISCUSSIONS

In this study, it was found that during teaching learning process, the student's quality learning activity in the class was improving and the student's activities more active and enjoy in the class. This situation was happened because of some factors, such as: the student's enthusiasm in learning process improve day by day, there was improvement in student's attention to the researcher while explaining the subject, student was active in doing asking and answering the question and doing the activities, although students still make mistake in each work. In this chapter pre-test done before teaching vocabulary to know the students' ability in vocabulary mastery. Because of the scores were poor, so the researcher implemented interactive words walls method in teaching vocabulary. In the test there were pre-test and post test to measure the students' ability after the implementation of interactive words walls method

The students' average score of pre-test was 67.77. The students who could pass the pre-test were 6 students (35%) or got score  $\geq 75$  and 11 students (65%) who couldn't pass or got  $< 75$  when the pre-test given. After the implementation of interactive word walls method, the average score of post-test I cycle I was 84.95 passed the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* 75 as the criterion of success determined, there were 14 students that had complete on post-

test 1 or got score  $\geq 75$  and there were 3 students (18%) that had incomplete on post-test I or got  $< 75$ . It means that in cycle I the students' achievement could increase enough and successfully.

From the result of Interview after classroom action research, the researcher found some information by 6 questions given to describe students' situation during learning vocabulary using interactive words walls method in class. Then, it could be said that most of VII A really enthusiastic when interactive words walls method applied in the class. They said they felt having fun, easy to remember and memorize the vocabulary and got new vocabulary addition even they trained to think fast and did a teamwork or group.

The next data that the researcher took was a questionnaire. From the result of research conducted by researcher, obtained from 17 students in the class that was all students had filled out a questionnaire. It can be seen from explained before in the research finding that students answered yes or no in the questionnaire given by researcher. Based on the result of data processing, it can be seen that the majority of students had a very positive response in Semantic Mapping Strategy. They agreed that Semantic Mapping Strategy could improve their English vocabularies. They also stated that using Semantic Mapping Strategy motivates them to work together with their friends during learning vocabulary.

In addition, the result of the observation sheet, the researcher used 10 indicators of the students' activities. To know the students active or not when interactive words walls method implemented. From the result, it showed that the researcher requested the participation of students in finding word and putting on the wall depended on the topic that they got. In the last of learning process, the students asked to make a conclusion based on the topic. The observation sheet did by the reason was how situation or activity of the students about the interactive words walls method. It could be concluded that the students had positive response from the

interactive words walls method’s activity implemented.

The last data, the result of field note from research finding above. The researcher did research improving vocabulary mastery through interactive words walls method at seventh grade students was going effectively and well. Start from the researcher met the students of VII A at the first time until the last time, the students gave the good response, active, cooperative, interest, enthusiastic and involvement in the whole

treatment what the researcher gave. By applying Interactive word wall, students could remember the vocabulary without feeling that they were very serious in studying. Through the habit such as looking the word wall, indirectly they remembered the vocabulary.

Furthermore, in the cycle I was clear that interactive word walls method could be used to increase the students’ vocabulary mastery.

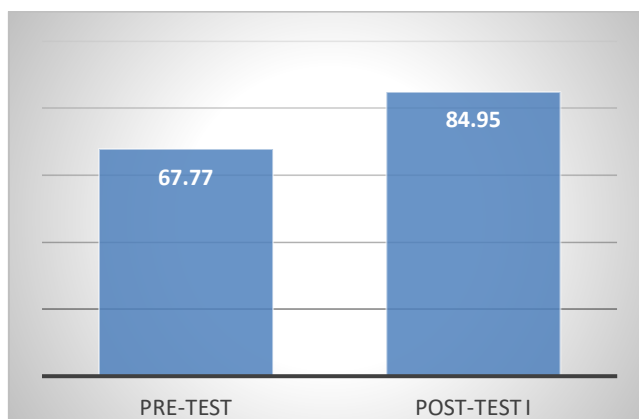


Table 1.1 The Result of Pre-Test and Post-Test

**CONCLUSIONS AND SUGGESTIONS**

Based on the research findings, the study was concluded that Interactive Words Walls Method was implemented in teaching vocabulary to the seventh grade students of SMP MBS Cepu results showed the significant improvement of students’ vocabulary ability. It was found that the mean score of pre-test (67,77%) was lower than the mean score of post-test I (84,95%) which means that the students’ understanding in vocabulary improved significantly. For the students Interactive Words Walls Method provides many interesting activities that can be used in teaching and learning vocabulary. For the teachers, this strategy can be used in teaching micro course and the teacher also can apply it when they take the course in the school to make their students easy in learning vocabulary. And the last for the

future writer the result of this study can be used as a reference for other writers who want to conduct a similar study in teaching vocabulary.

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