The Effect of Using Word Wall on The Eighth Grade Students' Vocabulary Achievement at SMPN 1 Jember in 2015/2016 Academic Year

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Abstract: *This experimental research was conducted to know whether or not there was a significant effect of using word wall on the eighth grade students' vocabulary achievement at SMPN 1 Jember in the 2015/2016 academic year. The research data were collected from the vocabulary pre-test and post-test. The deviation between the results of pre-test and post-test were analyzed statistically by using t-test formula to know the mean difference between the experimental and the control groups. The value of t-test was 5.6850 that was higher than the value t-table at significant level of 5% with degree of freedom of 70, that was 1.994. It means that there was a significant difference between the experimental and the control group. In other words, there was a significant effect of using Word Wall on the eight grade students' vocabulary achievement at SMPN 1 Jember in the 2015/2016 academic year" was accepted. Hopefully, this research can help other researcher, teacher and students in English teaching and learning process.*

INTRODUCTION

Language is a vital tool to communicate with other people in the world. It is because language is mostly used as a medium in transferring information, idea, feeling, even our thought. Nowadays, English becomes a very popular language as an international language, which is used in many parts of the world.

Wherever we travel, we see English signs and advertisements. Whenever we enter a hotel or a restaurant in a foreign city, we are supposed to understand English. By that reason, many countries have included English as one of the required lessons. In order to make the students capable of facing modern era in the future, English as a foreign language is taught to the students as a compulsory subject from the seventh grade Junior High School up to the twelfth grade of Senior High School in Indonesia.

The objectives of teaching English in Junior High School based on 2006 Institutional Level Curriculum (*KTSP 2006*) are:

a. to develop the communication competency, both oral and written to reach the level of functional literacy;

b. to raise the awareness of the nature and the importance of English to improve national competitiveness in the global community;

c. to develop the students' comprehension about the relation between language and culture.

(*Badan Standar Nasional Pendidikan,* 2006:278)

Therefore, the students need to develop their English language skills consisting of: speaking, writing, reading and listening. Besides, the students also need to master the English language components covering: grammar, pronunciation, and vocabulary.

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Vocabulary takes an important role in communication. All people, children to adult, speak by using vocabularies, write by using vocabularies, read vocabularies, and listen to vocabularies. By using vocabularies, they can communicate each other. In order to make the communication of people run well, people should understand what they speak. Related to that idea, surely vocabulary as one of the English components that has an important role in communication of people's social relationship needed by all people.

Without having many vocabularies, people cannot understand what other people say and there will be a gap in communication. As a consequence, the more a student master the vocabulary, the bigger chance he/she knows the language. This means that if a student does not have enough vocabulary, she/he will not be able to produce or understand any utterances or sentences in the language. Thornbury (2007:13), says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Knight (1994:1) says that for foreign language learners, vocabulary or word knowledge is considered as the number one priority in order to master the target language. From those statements, we can conclude that vocabulary becomes one of the most important language components. Therefore, by mastering sufficient vocabulary students will be easier to learn the target language further.

In reality, there are many students of middle school or Junior High School considered as young learners who get many difficulties in learning English vocabularies. This is because English is a foreign language in Indonesia. That is why the student might face difficulties in memorizing and spell the English vocabularies. The English words are quite different from those of their mother tongue. They often forget the words that have just been learnt. Related to this idea, Yuliana (2003:62) states that teaching young learners is not like teaching adults. Children have their own way of learning. They are playful and still easily getting bored. That is why the teacher should introduce English vocabulary as interestingly as possible to them.

Media is one of many important things in teaching learning process. Southerland (2011:1) says that Elementary teachers often use multiple strategies and interesting media in their classrooms, whereas junior high school teachers often limit themselves to traditional instructional methods and limited media. As a consequence, it is necessary for a junior high school teachers to find out the best way to teach vocabulary to the students. The teacher should gain their attention and then it is a must to get their interest because the students in this age are easily bored. From the idea above, the teacher can use media that can deliver knowledge and material to the students in an interesting way. According to that statement, Kasihani (2010:101) states that in learning activities, media can help the teacher in delivering the materials to the students in order that they can understand the material easily. It means that media is needed in an English language teaching learning process. Some students may draw pictures that help connect them to words, and these being displayed can assist students as they recall information. At times, students may place words on a shaped sheet of paper that helps them remember the word's meaning. One example is that a student places the word pentagon on a five-sided sheet of paper to trigger the idea that the pentagon has five sides. Based on those statement, it can be said that the use of Word Wall helps students to enhance their vocabulary achievement. Therefore, by mastering sufficient vocabulary students will be easier to learn the target language further.

Prior to this research, a preliminary study has been conducted on January 9th, 2016 at SMPN 1 Jember by interviewing the English teacher. The aim of the preliminary study was to get the data about the English teaching and learning process at SMPN 1 Jember. Based on the interview with the English teacher, he informed that he teaches twice a week with 2x40 minutes for each meeting and the curriculum for the eighth grade is KTSP 2006. He explained the lesson before asking the students to do the tasks from the students' worksheet (LKS) by Bima. The teacher taught vocabulary by asking the students to find the difficult words and then find the meaning of the words from dictionary. If the students could not find it, he would show the meaning of difficult word directly. Then, it was revealed that the teacher taught vocabulary integrated with other English skills such as reading and writing. Moreover, the teacher said that he only use Power Point and English book as a media in the English teaching learning process. Therefore, the researcher proposed a new media to help the students learn vocabulary affectively in order to enhance their vocabulary achievement.

Based on the background that has been described above the problem of the research is formulated as follows: "Is there any significant effect of using using word Wall on the eighth grade students' vocabulary achievement at SMPN I Jember in the 2015/2016 academic year?"

The result of this research is expected to be useful for the English teacher, the students and the future researchers. For the English teacher the result of this research is expected to give contribution to the teaching and learning process of vocabulary since Word Wall can boost the students' interest and motivation in enlarging their vocabulary achievement. For the students, the use of Word Wall is expected to help the students actively involved in the teaching learning process of vocabulary since Word Wall can make them feel relax and enjoy. In that way, they will enlarge their vocabulary more easily. The last for the future researchers, hopefully, the result of this research is expected to be for other researchers to conduct further research with similar topic in different research designs, skills and components, such as classroom action research to improve the students' writing, reading, listening, and speaking achievement by using Word Wall.

RESEARCH METHOD

The design of this research was quasi experimental research design with pre-test and post-test non-equivalent group design. Fraenkel and Wallen (2006:283) say that quasi experimental research design is a research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypothesis about cause – effect relationship. Quasi-experimental design is used when true experiments cannot be done for instance educational research. Therefore, this research used quasi experimental research design because true experimental research cannot be done here.

In this research, two classes were chosen as the experimental and control groups both classes were selected by considering the result of homogeneity test. The experimental group taught and gave a treatment by teaching vocabulary using Word Wall while the control group taught without using Word Wall as media. Then, the two classes chosen were given a pre test to check on the equivalent of the groups on the dependent variable before the experiment begins. After knowing the score of pre-test, the experimental group received treatment while the control group received no treatment, the researcher gave a post test to both groups. The

researcher analyzed the mean deviation between pre-test and post-test from both groups to know the significant difference of the two groups.

The procedures of the design are as follows: (1) Administering a homogeneity test to all the eighth grade students of SMPN 1 Jember to know the homogeneity of the population. (2)Analysing the scores of the homogeneity test by using ANOVA formula. (3) Taking two classes: one as the experimental group, and the other one as the control group. (4) Administering a pre-test to the experimental and control group. (5) Giving treatment to the experimental group that was teaching vocabulary by using Word Wall; while the control group taught vocabulary without using Word Wall. (6) Teaching learning process was conducted in two meetings every meeting took 90 minutes. (7) Giving a post-test to the experimental and the control groups to measure the students' vocabulary achievement after the treatments. (8) Analyzing the deviation of pre-test and post-test by using t-test formula of 5% significant level to know whether the mean difference was significant or not. (9)Drawing conclusion based on the data analysis to answer the research problem.

The area determination method of this research was purposive method since the researcher has certain purpose. According to Arikunto (2006:139), purposive method is used to determine the research area based on a certain purpose. In purposive method the researcher selected particular elements from the population that would be representative or informative about the topic (McMillan, 1992:76). This research conducted at SMPN 1 Jember. There were three reasons why this school was purposively chosen. The first reason based on the result of preliminary study that the English teacher has never used Word Wall in teaching vocabulary. The second was there was no research conducted by using Word Wall in teaching vocabulary at SMPN 1 Jember. The third was the permission to conduct a research in this school was gotten because both the English teacher and the school principal want to know whether there was a significant effect of using Word Wall on the eighth grade students' vocabulary achievement at SMPN I Jember in the 2015/2016 academic year or not.

The respondents of this research were the eighth grade students of SMPN 1 Jember in the 2015/2016 academic year consisting of 10 classes. The researcher took two classes consisting of experimental and control group which were determine after administering homogeneity test. Arikunto (2006:134) states that random sampling method can be used if the number of the respondents is more than 100 persons, and we can take 10% - 15% or 20% - 25% of the population as the samples. Cluster random sampling used in this research because the population of SMPN 1 Jember is more than 100 persons. Then, two classes were taken as the research respondents after determining the homogeneity test. The homogeneity test result analyzed statistically by using ANOVA formula. Then, the experimental and the control groups among the population will be determined to be cluster random sampling. In line with that statement, Fraenkel and Wallen (2006:111) state that a cluster random sampling is a way to obtain sample by using groups as the sampling unit rather than individuals.

DISCUSSION

From the analysis it showed that the experimental group which was taught vocabulary by using Word Wall got better vocabulary scores than the control group which was taught vocabulary without using Word Wall. It could be seen from the mean score of the vocabulary pre-test and post- test which showed that the experimental group got higher mean score than the control group (73.68>70.13). Moreover, the result of the data analysis also showed that the value of the t-test was 5.6850 and it was higher than the one of the t-table (1.9966). It means that there was a significant effect of using Word Wall on the eighth grade students' vocabulary achievement at SMPN 1 Jember.

Teaching vocabulary by using Word Wall has been suggested by many experts. One of them is Callella (2001) who states that one way to help students achieve fluency is through the use of Word Wall and Word Wall activities. In this research the students in experimental group achieve fluency in reading and memorizing the words on the Word Wall while they did the tasks given. They used Word Wall as a quick reference that helped them did the tasks I, II and III. The activities that helped the students gain their fluency were paying attention while the teacher explained the meaning and part of speech of the words from the text and doing the tasks given by the teacher in the meeting I and II (see Appendix K and L), whereas the control group used dictionary to help them did the tasks. They could not use dictionary as a quick reference like Word Wall because it took times when they tried to find the words and the meaning on dictionary. It can be concluded that there are many benefits that the students can get from Word Wall. This idea is supported by Southerland (2011:43) who states that Word Walls can also create a positive vocabulary learning environment. In this research, the students of the experimental group looked happy when they looked at the Word Wall because there was a picture in each word. In line with that statement, Southerland (2011:44) says that Word Walls provide much more than a visual reminder of information learned. Word Wall in this research was provided by a picture beside the word that helped the students triggered the idea of the meaning. It means that Word Wall can help student remember the word easily and make it as a quick reference while doing the task related the words. For instance, in task I Word Wall helped the students know the meaning of the word by looking at the picture.

The experimental group was taught vocabulary by using Word Wall integrated with reading recount texts while the control group taught vocabulary without Word Wall integrated with reading recount text. Firstly, the text was delivered to the students. Then, they were asked to read the text and pay much attention to the underline words on the text. After that, in the experimental group the researcher explained the words by showing the word card of Word Wall which have picture beside the word. Then, the word card sticked on the Word Wall by using double tape. On the other hand in the control group the researcher only explained the underline words on a recount text without using Word Wall. The text delivered to the students and they asked to pay much attention to the underline words on the text. Then, the researcher explained the words orally to the students without using Word Wall. The text delivered to the students and they asked to pay much attention to the underline words on the text. Then, the researcher explained the words orally to the students without using Word Wall.

The previous research by Nadhiroh (2010) and this research have similarities and differences. The similarities are we used the same research design (experimental) with pre-test and post-test and the same media (Word Wall).The differences are the previous researcher conducted a research of using Word Wall as a media on fifth grade students' vocabulary achievement while the researcher conducted a research of using Word Wall as a media on eighth grade students' vocabulary achievement and we used difference material because our respondents on different level. Therefore, the current study confirm the previous study although the material used in these two experiment were different, Word wall can helped the students in their vocabulary achievement. In other word, Word Wall can be used in elementary and junior high school with different materials.

From the discussion above, it could be concluded that the use of Word Wall was an effective media for teaching vocabulary. It was proved by the result of this research that the use of Word Wall in teaching vocabulary had a significant effect on the eighth grade students' vocabulary achievement. It means the experimental class which was taught vocabulary by using Word Wall got better score in vocabulary achievement test than the control class which was taught vocabulary without using Word Wall.

CONCLUSION AND SUGGESTIONS

Based on the results of the data analysis, hypothesis verification, and discussion in Chapter IV, it can be concluded that there was a significant effect of using Word Wall on the eighth grade students' vocabulary achievement at SMPN 1 Jember.

Since the results of this research showed that there was a significant effect of using on the eighth grade students' vocabulary achievement at SMPN 1 Jember, the researcher proposed some suggestions for the the English teacher of SMPN 1 Jember to use Word Wall because it can create a positive vocabulary learning environment. Besides, Word Wall as alternative media used in teaching vocabulary since the vocabulary teaching learning process will be more interesting, enjoyable and effective for the students. It is also suggested for students of SMPN 1 Jember involve in the teaching learning process of vocabulary by using Word Wall actively. The future researcher are suggested to conduct a further research dealing with a similar topic with different level of students. For example: the researchers can conduct an experimental research about the use of Word Wall on the students' vocabulary achievement at Senior High School level.

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