**Improving Students’ Vocabulary Mastery through Word Wall Method at Ninth Graders of SMPN 1 Mamuju**

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| *Receive: 12/Februari /2019* | *Accepted: 22/Maret/2019* | *Published: 02/April/2019* |

Abstrak

Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Adapun tujuan penelitian ini yaitu untuk mengetahui kemampuan kosakata siswa, terutama pada penyusunan bentuk kalimat yang benar dengan menggunakan metode *Word Wall* pada siswa SMP Negeri 1 Mamuju. Penelitian ini terdiri dari 3 siklus. Subjek penelitian berjumlah 30 orang siswa. Hasil penelitian ini menunjukkan bahwa ada peningkatan pada kemampuan kosakata siswa. Hal ini dapat dilihat pada siklus pertama, nilai yang dicapai oleh siswa meningkat menjadi 49.25% dari hasil diagnostik tes 34.83%. Kemudian, meningkat lagi pada siklus yang kedua menjadi 60.8% dan pada siklus yang ketiga mencapai skor 68.25%. Walaupun demikian, setelah penerapan tiga siklus pada penelitian ini, peningkatan rata-rata siswa tersebut belum sukses mencapai Kriteria Ketuntasan Minimal (KKM), yaitu 75.

**Kata Kunci**: Penguasaan kosakata, Penelitian Tindakan Kelas (PTK), Metode Word Wall

Abstract

*This research was a classroom action research (CAR). The objective of this research was to find out students’ vocabulary mastery especially its application in a correct sentence pattern by using Word Wall method to the ninth grade students of SMP Negeri 1 Mamuju. This research consisted of three cycles. There were 30 students in one class that followed this research. The result showed there was improvement of the students’ vocabulary. It could be seen on their average score in the first cycle improved by 49.25%, from the diagnostic test 34.83%. Then, it improved more in the second cycle by 60.8% and more in the third cycle that achieves 68.25%. However, despite getting the students’ average score improved, after applying the three cycles, it is still not success achieving the Minimum Completeness Criteria (MCC) of the subject that was 75.*

***Keywords****: Vocabulary Mastery, Class Action Research (CAR), Word Wall Method*

**Background**

Vocabulary is one of the elements that must be mastered by language learner. It is the very basic mastery of every language. Vocabulary is difficult to teach because of the complexity of its linguistic, semantic and psycho-cognitive aspects. So teachers should keep looking for ways to substitute rote repetition with more effective techniques (Anuthama:2010) Learning vocabulary is an English learning activity that can improve the four main skills namely speaking, writing, reading and listening. Muttahidah (2011: 8) said that:

*“Vocabulary can be defining as sound that expresses a meaning and forms an independent unit in a language. It can be say that vocabulary is smallest unit of speech that processes individual meaning to speak and can be used to interact one another and vocabulary can be say as a group of words on certain language as a part in teaching-learning in a foreign language.”*

Based on the definitions, it can be concluded that vocabulary is a collection of words that have a very close relationship with the use of language as a medium of communication.

The researcher had found that there were many students’ who were interested in learning a new language, especially English in Mamuju City. However, based on the researcher’s experience in one of Junior High School in the city, students learning interest in English was still lack. It was only about one third (1/3) of the number of the students in one class followed the lesson enthusiastically. It was certainly influenced by several factors. After observing the condition of the students during the teaching and learning process, one of them was the teacher’s technique of delivering the material is less interesting. As the result, the students had a demerit of vocabulary.

Furthermore, there was also the assumption that learning English was “difficult”. It is being worse because the students had to memorize difficult vocabularies. This was certainly a problem that must be solved considering that the vocabulary is the foundation of a language.

Mastering the vocabulary is just not only memorizing every word but also how to use and arrange them into the form of a good and true sentence. Therefore, the researcher offered a method of learning vocabulary called “Word Wall”. This method was used to find out whether students can master and enriching the vocabulary. It is not only use to memorize vocabularies but also apply them well on the level of a correct sentence formation based on the SVO pattern. Umami (2013) which using Word Wall method in her research found that the result of students’ vocabulary skills that followed of visual learning of word wall was higher than the students who followed the conventional one.

Therefore, it is expected that the findings of this research is to rise up students’ vocabulary mastery especially its application in a correct sentence pattern by using Word Wall method and also to contribute new sciences. So that, it can be a consideration for teachers who will teach English especially in vocabulary mastery by using the word wall method.

**Method**

1. Research design

The kind of this research was a classroom action research (CAR). According to Nugroho, S.Y.,at all (2012) Classroom action research is a systematic study and it is a form of self-reflective inquiry undertaken or carried out by participants in educational situation rather than outside researches to solve the problem in order to improve the students‟ ability. This classroom action research consisted of four stages in one cycle namely plan, action, observation and reflection. This research focused on the attempt to improve students’ application of their vocabulary mastery (in English vocabulary) to the ninth grade of SMP Negeri 1 Mamuju by *Word Wall Method*.

1. Time and location of research

The research was held approximately for two months. It was around January to February. The research had been carried out for three cycles. Each cycle consisted of two meetings. The materials that had been taught by the researcher during the time of the research was Parts of Speech (noun, pronoun, verb, adjective, and adverb). In the first meeting, the researcher gave *Noun* material. In the second meeting, the material was *Pronoun*. The third and fourth meeting, the material that had been taught was *Verb and Adjective*. Two last meetings, the fifth and sixth meeting, the material was *Adverb*.

This research was conducted at SMP Negeri 1 Mamuju to the ninth grade based on experience, observation and interview with the English teacher of SMP Negeri 1 Mamuju. It was necessary to determine students’ vocabulary mastery.

1. The objective of this research was to find out students’ vocabulary mastery especially its application in a correct sentence pattern by using Word Wall method to the ninth grade students of SMP Negeri 1 Mamuju.
2. Research Subjects

The subject of this research was the ninth grade of SMP Negeri 1 Mamuju. All of them were population. Due to the population was so large, it was decided to choose sampling. It used simple random sampling. So, the subject of this research was IX B, and the number of the students was 30.

1. Procedure
2. Preliminary study was done to collect information that related to the condition of the students' learning process in vocabulary mastery. It also was conducted to request materials for the preparation of materials and making of the lesson plan.
3. Diagnostic test**;** in this stage, the researcher created a test before doing the implementation of the Word Wall Method. It was a test that was created to measure students’ early skill. So it could be a tool to compare students’ ability before and after the use of Word Wall Method in learning.
4. Implementation of Classroom Action Research (CAR).

This research used three cycles and each cycle had two meetings. The stages of cycle were planning, acting, observing, and reflecting.

1. Research Instrument

Research instrument used to determine students' vocabulary mastery, namely: observation sheet and test. Observations were conducted to obtain information about the students’ vocabulary mastery ability at the ninth grade of SMP Negeri 1 Mamuju. Test is an instrument used by researcher to measure students’ vocabulary mastery ability.

1. Technique of Data Analysis

Qualitative data was obtained through observations which done directly by the researcher at the time of the meeting took place. It analysis based on the researcher's observation and reflection in each cycle or called non-test. The data obtained was the level of students’ motivation in receiving learning materials by using Word Wall Method.

Quantitative data was analyzed according to the result of the test. The test was used namely fill in the blank (completion test). There were 20 numbers in it. Each number consisted of two blanks. The score was 2.5 points for each. So every number had 5 score. Therefore, the total score would be 100 if all the blanks were filled correctly.

**Result**

Data Description of the Research

1. Qualitative data

Based on the results of observation, qualitative data were analyzed by observing students' responses during the learning process and studying the observation sheet that had been filled by the researcher during the research process. Based on the results, the researcher could conclude that there were improvement activities in learning process using *Word Wall Method*.

Previously, the first cycle had been described that the ability of students in mastering vocabulary was very low. Before teaching, researcher had prepared lesson plan, observation sheet, learning tools and some discussion material about motivation to encourage the students before learning. As seen in the learning process, students did not give a good response during the learning process took place. They did not show enthusiasm and did not focus on receiving material explanations. There were students who just sit idly seemed they were thinking about something else, and some were always making strange noises that disturbed others who tried to focus. This situation happened for two meetings. So, based on that reality this research must be continued to the second cycle. However, the researcher tried to provide a lot of motivation to the students after the first cycle was implemented.

In the second cycle, the results showed there was an improvement in learning result with vocabulary mastery that was better than the previous cycle. This was in line with the students’ improvement of response to the learning process. In the first meeting, before beginning to learn the material, researcher gave the student big motivation and reminded them the reasons why they should study well. After giving motivation, some students started to focus and show their curiosity attitude although there were still some students hesitated to ask. Besides that, they looked much enjoyed in the learning by using *Word Wall Method*. As well as the second meeting of the cycle, they enthusiastically followed the learning and the teacher’s instruction. Yet, there were still some students who could not focus and just sit. Although it could be said there was improvement, but this result was still relatively low. So, researcher continued the research to the third cycle. However, after doing the second cycle, researcher re-encouraged and motivated the students more and more with the intention of they would learn better.

In the third cycle, there was a slight improvement in students learning vocabulary outcomes. It was seen from the first meeting, the activities of students during the learning process took place was seen it running as expected that they were enthusiastic. The class condition was quite stable and controlled. The students enjoyed the learning using the *Word Wall Method* like the previous cycle. They knew what they should do. At least in this third cycle, researcher did not explain much about the rules of the method, because the students were already familiar with it and looked enjoying it. In the second meeting, the learning processed running as well as the first one. However, it cannot be denied that there a small number of students still did not look enthusiastic at the time of following the learning process.

It was seen from the observation; researcher concluded that there was a good improvement in students learning activity in each cycle. In the first cycle, the students’ focus and enthusiasm were still low but in the second one they looked quite enthusiastic and started focusing. Whereas, in the third cycle, the class conditions and students activities began to be stabilized and controlled. This meant that students received the learning process using *Word Wall Method* well. In addition, motivation and good communication also became a supportive solution in overcoming the problems of the students in learning.

1. Quantitative Data

This stage consisted of two points, namely the comparison score of the students in diagnostic test and every cycle, and the comparison of the students average score to the Minimum Completeness Criteria (MCC) of the subject.

1. Score comparison of students

Table 1. *The Score Comparison of Students in each Cycle*

|  |  |  |
| --- | --- | --- |
| **Interval value** | **Category** | **Frequency** |
| **D** | **C.1** | **C.2** | **C.3** |
| 91-100 | Excellent | 0 | 0 | 0 | 1 |
| 81-90 | Very Good | 0 | 0 | 1 | 2 |
| 71-80 | Good | 0 | 0 | 4 | 9 |
| 61-70 | Poor | 0 | 2 | 10 | 11 |
| Less 60 | Very Poor | 30 | 28 | 15 | 7 |
| **Total** | **30** | **30** | **30** | **30** |

The data showed that none of the students were able to achieve the excellent category on both the diagnostic test and the first cycle. There was one student who has very good category in the second cycle and two students were in excellent category in the third cycle. This indicated an increase in learning outcomes from the first cycle to the second cycle and stable in the third cycle.

1. Students’ average score improvement

Based on the previous explanations, researcher founded that there were improvements of the average score of the students from the diagnostic test to the cycles. This improvement occurred in each cycle. It was proven in the range scores from the diagnostic test to the first, second and third cycles. For more details, it could be showed in the figure below.

Figure 1. *Students’ Average Score Improvement*

Based on the figure above, it could be seen that there was a slight improvement in each cycle. Line appeared went up in every cycle that had been carried out. It showed that there was always an improvement in each cycle. Nevertheless, the improvement had not reached a satisfactory score even though it had occurred for three cycles. This gave speculation that possibility of the improvement would be satisfactory if there was subsequent cycle.

1. Success percentage

This stage explained about the success percentage of students in each cycle by using *Word Wall Method* in teaching. The success percentage can be seen in the following table.

Table 2. *Comparison of Students Percentages*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Cycle | Number of students test attendance | Frequency of students’ Success in achieving MCC | Success Percentage of students in achieving MCC | The average score in achieving MCC |
| **I** | 30 | 0 | 0 % | 49.25 |
| **II** | 30 | 4 | 13.3 % | 60.8 |
| **III** | 30 | 4 | 13.3 % | 68.25 |

It could be explained from the table that from 30 students who followed the test of Cycle I, no one obtained MCC score (0%), while the percentage of students’ average scores on this cycle only reached 49.25. In the next cycle, there were 4 (13.3%) students who had been able to achieve MCC score and their average score improved to 60.8. Then, in the last cycle, the number of students passing MCC score was the same as the second one, yet their average score rise to 68.25.

Based on the previous explanation, the researcher concluded that there was an improvement of learning outcomes in each cycle of this research. This proved that the use of *Word Wall Method* in the process of learning could improve the students' ability in mastering vocabulary. However, despite an improvement in each cycle, this study had not been able to achieve the result as expected that the average score of the students reached 75 MCC scores. Whereas, in the third cycle, the result was only able to reach score 68.25.

**Conclusion**

After doing this research, the use of word wall method in the process of learning vocabulary could be stated that it improves the students’ mastery in learning vocabulary. In addition, the carried out of material interactively and combined it with the *Word Wall Method* in the process of learning vocabulary could make the students more motivated. This was proven from the fact that students were more enthusiasm and active in following the learning process.

The results of the score analysis described that there was an improvement at the score of students in each cycle; it could be seen from the increasing of the students’ scores. In the diagnostic test and the first cycle, none of the students achieved the excellent, very good and even the good score category. The scores of students dominated the poor and very poor score category. Then, in the next cycle, there was a slight improvement where there was one student could achieve the very good category and four students had good category. However the score of students are still dominated the poor and very poor category. Whereas in the third cycle there was also an improvement which more students left the very poor category although still kept seven students there.

If seen from the average students’ score, there was an improvement from diagnostic test until the third cycle. On the diagnostic test, the average students’ score only reached 34.83. Then after doing the first cycle research, the average students’ score increased to 49.25. In the second and third cycles there is also an increase of 60.8 and 68.25 respectively. This proved that students’ learning outcomes improved.

Although it ccould improve students’ scores in each cycle but the improvement achieved from students’ vocabulary learning outcomes using the *Word Wall Method* was still not able to make the score reached the MCC score that had been determined that is 75. The average students’ scores only 68.25. It means that this research had not been able to complete the students’ score based on the MCC score as expected in previous planning.

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**Curriculum Vitae**

The researcher, Syahban Mada Ali was born on March 22nd, 1988 in Enrekang. He was the fourth child of eight siblings that was born from the couple Muh. Rum Mada Ali and Hafida Sagga. He has been married since 2016 and now possesses a son.

In 2006 He was accepted and continued his study in English Department of Tarbiyah and Teaching Faculty of UIN Alauddin Makassar. In 2010 he was successes to get his degree (S.Pd). In 2013, he was admitted as a student of English Education Study Program of Graduate Program State University of Makassar and finished it in 2015.

He is a lecturer of English Education and Teaching Training Faculty at Tomakaka University of West Sulawesi since 2017 until now.