STUDENTS' VOCABULARY ACHIEVEMENT UNDER WORDWALL MEDIA AT SMP NEGERI 23 MAKASSAR

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ABSTRACT

This research aimed to find out whether or not the used of word wall media can improve students' vocabulary mastery. The writer used pre-experimental design which involved one class as the subject of the research. The population was VIII grade students at SMP Negeri 23 Makassar. Sample in this research was class VIII.1 which consists of 35 students. In this research the writer gathering data by given vocabulary test in pre-test and post-test consist of 10 multiple choice questions and 10 matching word questions. Pre- test is given to find out how far the students ability before they were given treatment used word wall media. The writer gave the posttest to know the student's improvement after they are given treatment. The writer analyze data to find the mean score, the different between pre-test and post-test used statistic formula. The result of the research showed that there was a significant different which gained by the students in pre-test and post-test. The mean score of in pre-test is 59.43 and post- test is 80.14. From the result of data analyze, it can be concluded that by using word wall as a media can improved students vocabulary mastery at SMP Negeri 23 Makassar.

Keywords: Word Wall Media, Vocabulary Mastery

Introduction

For many years English language teaching has been seen as a means helping learners develop linguistic competence. That is helping students master the sounds, words and grammar patterns of English. The idea was that by studying the bits and the pieces of language, students could eventually put them all together and communicate. English is taught as a local content to the Junior High School, and has even introduced in kindergarten level. As the local content or compulsory subject, it is not obligatory subject for Junior high School. The function is as a means of self-development for young learned in science, technology, and culture for these, they are expected to be intelligent, skillful citizens and have basic knowledge.

At the beginning, the student's interest in studying English is usually spontaneous, and the motivation of students is various, some of them learn English because they need it for their work or future study, and they learn English just because they like it. English is learned by almost all of the educated people throughout the world. It seems to be very important medium to use as means of communication. Those who have a will to improve their English, of course, they have to learn skill that is required. Without mastering the English language, it seems difficult to communicate to other people around the world. There are four language skills in English. They are listening, speaking, reading, and writing. These skills should be taught to the learners in every level. From basic up to the advanced level, in other that the learners could improve their English competence.

In Indonesia, is still regarded as a foreign language, English deals with two important aspects namely: what to teach and how to teach. The first deals with the material the teachers are going to teach and the second concerns on the techniques approach, and method of teaching in accordance with the materials chosen. Some linguists also express the importance of learning vocabulary. Smith, (1996:42) for example, states that vocabulary is one of the major problems of EFL learners. Because of their anemic vocabulary they cannot communicate their ideas as they would like to and read the columns of a newspaper or popular magazines or even understand news cast on the radio or television. Their listening- comprehension, writing and reading abilities care hampered by their limited vocabulary.

In teaching vocabulary, an important part that should be insisted to students is to improved their mastery of this part. By having no mastering of the vocabulary, students are not easy to understand the language processed. Students require a large amount of vocabulary acquisition, without mastering more reasonable amount of vocabulary; they will always face serious problems to understand the meaning of unfamiliar difficult words. Furthermore, it can make them lazy to be involved in learning process. Consequently, the class atmosphere will bring the worse impact to the learning process. The teachers should work hard to find the easiest way of teaching vocabulary to their students, since it has become the most important aspect for mastering the English language skill.

In short, it is evident that students always get problem and difficulties in learning English especially in learning vocabulary. It is therefore in the effort to find out ways to solve the problems, and to make the students more interested in studying English, the researcher would like to propose a new set of media that can be used in teaching vocabulary, namely, teaching vocabulary through word wall. A word wall is a strategy to reinforce the core vocabulary of a specific subject. Teachers select new words, technical terms, and words that frequently recur and print these words in bold block letters on cards. Teachers post these cards on a highly visible wall or bulletin board as students confront them in reading or discussions. The word wall is built one word at a time as students encounter new

terminology Cunningham & Allington, (1999:56). Students review terms on the word wall as a "warm up" activity before lessons. Every time one of the words appears in the lesson, the teacher reinforces it by pointing it out on the word wall. Repetition is the key to the word wall's success. Teachers often incorporate word wall terms into learning games.

METHOD

This research design used pre- experimental method that applied pre - test and post - test. The writer used test as an instrument. The test used to find out whether or not the students can improve their English vocabulary by using word wall media. The data collected through pretest and posttest. The test consists of 20 items in vocabulary question which consist of 10 items of multiple choice and matching test consist of 10 items. The sample of the research used random sampling technique by took one class as the sample, namely class VIII - 1 which consist of 35 students.

Finding Dan Discussion
Findings

In this section, the writer described the result of data analysis based on the problem statement in the pre - test and post - test. After presented the student's achievement of class VIII.1 in a table, the writer analyzed the data by comparing the change that students made during this research.

Table 1. The Students' Score and Classification in Pre – Test

No	Initial of Students'	Test 1	Test 2	Total	Score	Classification
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	DSP	8	8	16	80	Good
2	MDA	7	6	15	75	Fairly Good
3	AA	5	6	11	55	Very poor
4	AZ	7	6	13	65	Fair
5	MQ	6	8	14	70	Fairly Good
6	AFR.	7	6	13	65	Fair
7	NAP	6	8	14	70	Fairly Good
8	NAS	5	8	13	65	Fair
9	RANM	5	6	11	55	Very poor
10	R	4	6	10	50	Very poor
11	BI	3	6	9	45	Very poor
12	NAAI	6	6	12	60	Fair
13	MBN	5	4	9	45	Very poor
14	DFR	4	6	10	50	Very poor
15	MFZ	5	8	13	65	Fair
16	MRO	5	6	11	55	Very poor

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17	RRA	5	4	9	45	Very poor
18	MRR.	4	6	10	50	Very poor
19	MWPP	5	8	13	65	Fair
20	LRDR	7	8	15	75	Fairly Good
21	DAO	4	8	12	60	Fair
22	DRD	7	8	15	75	Fairly Good
23	RD	5	8	13	65	Fair
24	AZP	5	6	11	55	Very poor
25	RM	6	8	14	70	Fairly Good
26	ANRA	7	6	13	65	Fair
27	MYK	5	4	9	45	Very poor
28	EMA	8	8	16	80	Good
29	MRA	3	6	9	45	Very poor
30	MR	5	6	11	55	Very poor
31	MIA	2	6	8	40	Very poor
32	AAA	5	6	11	55	Very poor
33	NAP	7	6	13	65	Fair
34	MIA	2	6	8	40	Very poor
35	STI	4	8	12	60	Fair
Total					2080	
Mean Score					**59.43**	**Fair**

Based on the table 1 in pre-test there were 2 students were classified as good, 6 students classified as fairly good, 11 students were classified as fair and 16 students were classified as very poor. It shows that in pre-test the total value was 2080 and the mean score is 59.43. Students' vocabulary mastery is very poor before applied wordwall as a media in teaching.

Table 2. The Students' Score and Classification in Post – Test

No	Initial of Students'	Test 1	Test 2	Total	Score	Classification
(1)	(2)	(3)	(4)	(5)	(6)	**(7)**
1	DSP	10	10	20	100	Excellent
2	MDA	10	8	18	90	Very Good
3	AA	7	8	15	75	Fairly Good
4	AZ	8	8	16	80	Good
5	MQ	10	10	20	100	Excellent
6	AFR.	8	8	16	80	Good
7	NAP	10	8	18	90	Very Good
8	NAS	9	8	17	85	Good
9	RANM	7	8	15	75	Fairly Good

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10	R	7	8	15	75	Fairly Good
11	BI	8	6	14	70	Fairly Good
12	NAAI	8	8	16	80	Good
13	MBN	7	6	13	65	Fair
14	DFR	9	8	17	85	Good
15	MFZ	7	8	15	75	Fairly Good
16	MRO	6	6	12	60	Fair
17	RRA	7	8	15	75	Fairly Good
18	MRR.	8	6	14	70	Fairly Good
19	MWPP	8	8	16	80	Good
20	LRDR	10	10	20	100	Excellent
21	DAO	7	8	15	75	Fairly Good
22	DRD	10	10	20	100	Excellent
23	RD	8	8	16	80	Good
24	AZP	8	6	14	70	Fairly Good
25	RM	8	8	18	90	Very Good
26	ANRA	9	8	17	85	Good
27	MYK	9	6	15	75	Fairly Good
28	EMA	10	10	20	100	Excellent
29	MRA	6	6	12	60	Fair
30	MR	9	8	17	85	Good
31	MIA	7	6	13	65	Fair
32	AAA	9	8	17	85	Good
33	NAP	8	8	16	80	Good
34	MIA	7	6	13	65	Fair
35	STI	8	8	16	80	Good
Total					2805	
Mean Score					**80.14**	**Good**

Based on the table 2 above in post- test, there were 5 students classified as excellent, 3 student classified as very good, 10 students classified as good, 12 students classified as fairly good and 5 students classified as fair. The table above show that the total value of in the post-test was 2805 and the mean score was 80.14 **.**It show that students' vocabulary mastery after applied wordwall as a media in teaching is improved.

Table 3 : The Rate Percentage of the Students' in Pre - Test

No	Classification	Pre - test	
		X1	%

1	Excellent	-	-
2	Very Good	-	-
3	Good	2	**5.7%**
4	Fairly Good	6	**17.1%**
5	Fair	11	**31.5%**
5	Very Poor	16	**45.7%**
Total		**35**	**100%**

Based on table 3 above, before the students were treated by word wall media, there were 2 student (5.7%) classified as good, 6 students (17.1%) classified as fair good, 11 students (31.5%) classified as fair and 16 students (45.7%) classified as very poor. The writer made conclusion based on the table above that most of the students at SMP Negeri 23 Makassar classified as very poor in vocabulary mastery.

Table 5 The T-test Value Vocabulary Mastery Before and After Treatment

t –test	t-table	Comprehension	Different
19.07	**2.030**	**t-test>t-table**	**Significant**

The result of t-table value in reading test indicated that the t-test value of vocabulary mastery word wall strategy was greater than t-table value (19.07 > 2.030). This finding used to determine the hypothesis that occurred in this research as stated that null hypothesis (H0) is rejected when the value of t-test was greater than the value of t-test, and alternative hypothesis (H1) was accepted. It means that, in this research automatically the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.

Discussion

Based on the result of the t-tests, the writer found that there was a significance different between the result of pre-test and post-test. It means that there was a significant different result of the pre – test before and after teaching and learning process by using word wall media. It has brought a new nuance and technical strategy to improve students' vocabulary mastery. Relating to the data

collected in the pre – test, it shows that the students' vocabulary mastery of the second year of SMP Negeri 23 Makassar was very poor.

The data show that the result of the rate percentage of the student's post - test is higher than pre - test after giving treatment. It is supported that the students of SMP Negeri 23 Makassar have a good achievement to learn English subject, especially in vocabulary mastery. In the pre-test, students have to answer 20 questions which consist of 10 in items multiple choice and 10 items in matching words. The writer conducted treatment to improve students' vocabulary by using reading passage. The treatment was conducted four times. The first treatment, the students were treated by using word wall media for four meetings.

After giving the treatments, the writer conducted post-test to know the students' vocabulary achievement. After giving treatment the questions in the post-test were still the same with the pre-test. From the result of students in post-test show that their vocabulary achievement is improved. It was supported by showing the total score of post - test 2805 and their means score of post-tests is 80.14.

It also supported by the inferential analysis by using t-test that was used to know the research hypothesis that there was a significance difference between the result of students' vocabulary test before and after treatment. The result show that t- test value (19.07) is greater than t-table (2.030). It means that the used of word wall as a media in teaching vocabulary can improve students' vocabulary achievement. Learning vocabulary here is improved by applied word wall media. The students need to define their understanding of the words before they can decide whether or not to rule out the possible occurrence of those words. It was proved by the achievement that found in the post–test. Finally, the writer concluded that in teaching and learning through word wall media at SMP Negeri 23 Makassar was effective to improve the students' vocabulary mastery.

Conclusions

From the analysis of the data, we can see that teaching and learning process by using word wall can improve students' vocabulary achievement of SMP Negeri 23 Makassar. It can be seen from the students' means score of vocabulary test. The means score of the pre-test was 59.43 and the means score of the post - test was 80.14. The mean difference between the pre - test and the post - test is 20.71. It   is supported by t-test (19.07) which is greater than t-table (2.030) So obviously, word wall media motivates the students since it is an enjoyable learning activity. Word wall media as a medium in learning process is very helpful and making the students more active.

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