

**THE USE OF WALL WORDS STICKER MEDIA IN IMPROVING
VOCABULARY MASTERY: AN EXPERIMENTAL STUDY AT SECOND
GRADE STUDENTS OF SMPN 2 BATUKLIANG ACADEMIC YEAR
2015-2016**



ARTICLE

*Submitted as partial fulfillment of requirement for Sarjana degree in English
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2016



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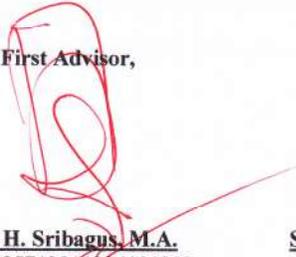
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The Use of Wall Words Sticker Media in Improving Vocabulary Mastery: An Experimental Study at Second Grade Students of SMPN 2 Batukliang Academic Year 2015-2016

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ABSTRACT

This research is aimed to find out The Use of Wall Words Sticker Media in Improving Vocabulary Mastery: An Experimental Study at Second Grade Students of SMPN 2 Batukliang Academic Year 2015-2016. This is an experimental research which involves two groups as the sample of the study; experimental group and control group. Each group consisted of 30 participants. In getting the sample, this study used purposive random sampling technique. The data were collected by using pre-test and post-test and analyzed by using t-test and t-table formulas. The result of the data analysis shows that the mean score of experimental group was higher (21.0) than that of the control group (10.46) in the post-test. The value of t-test which was 2.4 was higher than t-table at the confidence level of .05 (95%) with the degree of freedom (df) 58, which indicates that the Null Hypothesis was rejected. Based on the result of the data analysis, it can be concluded that the use of Wall Words Sticker media improves students' vocabulary mastery at the second grade students of SMPN 2 Batukliang.

Key words: *Wall Words Sticker Media, Vocabulary, mastery, Vocabulary Mastery,*

Penggunaan Media Tempelan Kosa Kata pada Dinding dalam Meningkatkan Penguasaan Kosa Kata: Penelitian Experimental pada Siswa Kelas Dua di SMPN 2 Batukliang Tahun Academic 2015-2016

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Abstrak

Penelitian ini bertujuan untuk mengetahui penggunaan media tempelan kata pada dinding dalam meningkatkan penguasaan kosa kata: studi eksperimental pada siswa kelas dua di SMPN 2 Batukliang. Penelitian ini merupakan penelitian eksperimental yang melibatkan dua grup sebagai sampel penelitian: grup eksperimen dan grup kontrol. Masing-masing grup terdiri dari 30 siswa peserta. Untuk mendapatkan sampel, penelitian ini menerapkan teknik sampel acak. Data penelitian diambil dari nilai pre-test dan post-test dan dianalisis menggunakan rumus t-test dan t-table. Hasil dari analisis data menunjukkan bahwa nilai rata-rata dari group eksperimen lebih tinggi (21.0) daripada nilai rata-rata dari grup kontrol (10.46) pada post-testnya. Nilai dari t-test yaitu 2.4, lebih tinggi dari nilai t-tabel yaitu 2.0, pada level koniden .05 (90%) dengan derajat kebebasan (df) 58, yang meunjukkan bahwa penggunaan media tempelan kata [ada dinding meningkatkan penguasaa kosa kata siswa kelas dua SMPN 2 Batukliang.

Kata kunci : media tempelan kata pada dinding, kosa kata, penguasaan, penguasaan kosa kata.

Background

Based on the competency Based Curriculum, the students are required to increase their vocabulary 1000-1500 word every year so that in three years students have mastered their vocabulary around 4000 words (Clark, D.M, & Fairburn C.G. 1997). Realizing how important vocabulary in learning English language is, the teacher of English language needs to provide many tasks which enhance and expand students' storage of English words. Some English teachers in some schools are still using the conventional method on teaching English, especially on delivering the new vocabularies to the students. The conventional method that teachers often use is writing the new words and the meaning on the board then asking the students to write them down on their notebook. The fact that students nowadays are lazy to open their book at home, unless there will be a test, make them unable to recall the words they have memorized in other situation after the test (Interview with English teachers and students, 18 may 2015).

This research presents a teaching vocabulary media to the second grade of junior high school students in SMPN 2 Batukliang. This media hopefully will help the teachers in delivering new vocabulary to the students. The teaching media is about the use of "Wall Words Sticker". This media will enable students to read the words and the example of sentences more often than usual. By using wall words sticker, the teacher will be helped when they teach vocabulary and hopefully, the students will be able to improve their vocabulary easily. Uberman (1998:20) stated that the learners will remember better the material that is presented by using visual aids.

Concept of Vocabulary

Vocabulary is a fundamental requirement that influences students' achievement in learning English. Wilkins (1972, cited in Watkins 2005, 5) stated that "The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". That is why vocabulary became one of the most important language components..

Having a great mastery of vocabulary will be very helpful for foreign language learners, in this case, English language. It also will facilitate the learner to comprehend

the subject or reading in English. As Nugroho(2007) said in his research that “the quality of one’s language skill depends on the quality and the quantity of vocabulary mastered. The more he masters the vocabulary the better he uses the language skill.”

The importance of vocabulary in learning language is also stated by Schmitt (2010: 4) stated that “learners carry around dictionaries and not grammar books”. By this statement we know that in learning a language, learners will prefer to bring dictionary everywhere in order to make them easier in finding out the meaning of words any time. Only few we find language learners who bring grammar book everywhere to learn language. Another definition stated by Kamil & Hiebert in their article is that vocabulary is knowledge of words and word meanings.

Types of Vocabulary

1. Oral and Printed Vocabulary

Vocabulary can be classified into oral and printed vocabularies. This classification is based on Nugroho’s (2007:10) statement in his thesis “words come in two forms: oral and print.”

- a. Oral vocabulary is all words that are recognized and used in listening and speaking.
- b. Printed vocabulary is all words that are recognized and used in reading and writing.

2. Receptive and Productive Vocabulary

Vocabulary is also categorized as receptive and productive vocabulary. Kamil & Hiebert (2007) in their article said that Productive vocabulary includes words that are used in speaking or writing. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which they assign some meaning, even if they do not know their full definitions and connotations or ever use them as they speak and write. Receptive vocabulary is the vocabulary that we can understand when it is presented in text or as we listen to others speak, while productive vocabulary is that vocabulary we use in writing or when speaking to others..

Teaching Vocabulary

Students will not be able to communicate in English without knowing the words and the role of the words in the sentences, because words are the smallest element of a language. That is why vocabulary is an important subject that must be provided in learning English. Spellery (2002, cited in Elsy 2013) stated that vocabulary mastery goes through a passive stage before becoming active knowledge so that teaching vocabulary must be the first priority in the English language. Cameron (2001:72) said, “Children will ask what a particular word means or how to say a word in the foreign language”.

Ellis (1998:162) says, “The teacher creates an atmosphere in which students are able to construct knowledge, reflect on what they are learning”. Uberman (1998:20) stated that the learners will remember better the material that is presented by using visual aids.

Media for Teaching Vocabulary

Miarso (2004, in Hingmadi, 2013: 2) stated media as a tool that can be used to stimulate thought, sense and interest of students so they can be motivated in teaching and learning process. Media in teaching vocabulary also plays an important role similar to the importance of media in other skills. The use of media to improve vocabulary will help the learners to memorize a lot of new words optimally.

The use of wall words sticker as media for vocabulary mastery offers an enjoyable teaching and learning activity. In this study, the researcher used colorful display of wall words and the words are limited to the word class of Noun, Verb, and Adverb. Each word was printed in different colour of paper, also was given the meaning of words and the example in the sentences.

Wall Words Sticker as Media

Cronsberry (2004) stated in his article that a wall words sticker is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed and displayed in a large font which is placed in the classroom where it will be easier to be accessed by the students. These words are used continually by teachers and students during a variety of activities. The wall words sticker usually consists of words that the students frequently see or use from their reading and writing text.

Further, Cronsberry (2004) stated the advantages of using wall words as media in teaching vocabulary:

- provide an approach to meaningful teaching of vocabulary with an emphasis on student engagement and higher level thinking skills;
- build vocabulary, thereby improving reading comprehension and writing style;
- reinforce understanding of subject-specific terminology with a focus on students internalizing key concepts;
- help students improve spelling and awareness of spelling patterns;
- provide visual cues for students;

Increase student independence when reading and writing.

How to apply wall words media in teaching vocabulary

There are some possible variations that can be used to apply the wall words in the classroom:

- Using different-coloured card stock helps to distinguish concepts/terms belonging to different units of study.
- A picture or photograph adds further clarification for visual learners or English language learners.
- Words can be accompanied by their definitions.
- The back of the word card can be used to display both verbal and visual word associations, graphics, definitions, and characteristics of the word.

<https://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitWordWalls.pdf>)

According to the guideline above about the procedures of wall words sticker media in teaching vocabulary, the researcher makes implementation of teaching vocabulary by using wall words sticker as media.

- a. Determine the learning topic in the classroom.
- b. Determine the new words which will be displayed in the wall
- c. Provide the aids of wall words sticker media (three colours of paper, marker, double tip)
- d. Determine the class of the word between noun, verb and adjective.
- e. Write the words on their own colour of paper.
- f. Stick them on the wall that is accessible by the students.

In implementing the media, students are included to participate in all steps. Students are hoped to be more active and interested in memorizing new vocabulary not only in learning process but also in their free time at school. This kind of media also can be an example and can be applied in their home as their learning supporter.

Research Design

The research design that used in this study was experimental approach. According to Yusra(2006), experimental research might involve two groups of participant: experimental and control group. This research conducted in SMPN 2 Batukliang with the number of participants 60 students from second grade students. To analyze the data the researcher used quantitative method. This research conducted to answer the research question that stated before which said “Can the use of “Wall Words Sticker” media improve students’ mastery in vocabulary in the second grade students of SMPN 2 Batukliang?”. The researcher also presents a comparison between t-test value and t-table at the confidence level of .05 (90%).

Research Instrument

The researcher used three kinds of instrument: pre-test, post-test and treatment. A pre-test was given to both experimental and control group in order to know students' level and ability in vocabulary mastery. After giving pre-test, a set of treatments by using wall words sticker media for experimental group and other media for control group. The treatments were given in two times of four hour lesson. The post-test is aimed to know the improvement of students in mastering vocabulary after giving a set of previous treatment.

Finding

After analyzing the data contribution, the value of mean score of both group were found. The computation of data shows that the mean deviation score of the experimental group is 21 and the mean deviation of the control group is 9.7. It indicates that the Wall words sticker media gave effect to students' vocabulary mastery. Then, the t-test value is needed. It is aimed to know how significant the media effective toward students' vocabulary mastery. The result of the test presented that the score of t-test is 2.4 and the degree of freedom is 58. After finding the value of the test, it would be compared by using t-table at the confidence level of .05 (90%).

Table 1. The comparison between t-test and t-table

t-test	t-table	
	Df	0.05
2.4	58	2.00172

Discussion

The table above clearly shows that t-test is higher than t-table at confidence level of .05 (95%). Thus, the use of wall words sticker media gives effect to students' vocabulary mastery.

According to the hypothesis testing which states that: if $t\text{-test} \geq t\text{-table}$ at the confidence level of .05 (95%) then the null hypothesis (H_0) which states: “‘Wall Words Sticker’ media is not effective in improving students' vocabulary mastery at the second grade students of SMPN 2 Batukliang in Academic Year 2015/2016” is rejected. Thus, it should be altered into the alternate hypothesis (H_a) which states: “‘Wall Words Sticker’ media is effective in improving students' vocabulary mastery at the second grade students of SMPN 2 Batukliang in Academic Year 2015/2016”.

Based on the data analysis and the explanation above, it can be concluded that the use of wall words sticker media is effective to improve students' vocabulary mastery, especially at the second grade students of junior high school. It is proved by the data which showed that the mean score of experimental group was higher than t-table at the confidence level of .05 (95%). Moreover, the mean score of post-test of experimental group was higher than of the control group.

Conclusion

From the test result and data analysis, found that the mean score of experimental group was higher than the control group in the post-test. It could be seen from the data that the mean score of experimental group was 21.0, while the mean score of control group is 9.7.

The value of t-test which was 2.4 was higher than t-table at the confidence level of .05 (95%). It indicates that the Null hypothesis (H_0) which states “‘Wall Words Sticker’ media is not effective in improving students' vocabulary mastery at the second grade students of SMPN 2 Batukliang in Academic Year 2015/2016” is rejected. Thus, it should be altered into the alternate hypothesis (H_a) which states: “‘Wall Words Sticker’

media is effective in improving students' vocabulary mastery at the second grade students of SMPN 2 Batukliang in Academic Year 2015/2016”

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