INCREASING THE STUDENTS' VOCABULARY MASTERY
BY USING WORD WALL MEDIA
by: Nur Aeni Kasim
neni.kasim@yahoo.co.id

Postgraduate Student of Universitas Negeri Makassar (UNM)
Indonesia

This research aimed to find out the students to increase their vocabulary, especially on teaching noun and verb at the second year students of SMP Neg 26 Makassar in 2010-2011 academic years. It used Class Action Research (CAR) and conducted two cycles, where each cycle consisted of four meetings. It employed vocabulary test as instrument. The number subject of the research was 41 students. Implementation of this action research consisted of two cycles. Cycle I and cycle II, where implementation of the first and the second cycle during the four meetings. Technique of data collection used observation sheet and given tests at the end of the cycle, based on the material being taught.

The writer took real data from the school to know the students' vocabulary mastery. The writer found out that there were significant difference scores. There was better increasing of students at end of action second cycle. It can be stated that the students' vocabulary mastery at the Second Year Students of SMP Neg 26 Makassar was low level before the test in the first cycle and in high level after doing the test in the second cycle, that's mean Word Wall Media effectively, so increase the students' vocabulary mastery in teaching vocabulary.

Key words: mastery vocabulary, teaching noun and verb, word wall media, Class Action Research (CAR)

A. Background

Teaching English in Indonesia has been developed extensively because English is an International language and as a compulsory subject at school. In teaching English vocabulary as an element of language is considered as very important factor in increasing English language if the students are still lacking of vocabulary. Vocabulary is a part of language learning that need continuing growth and development by both native and non native speakers after grammar and pronunciation from elementary school until senior high school. In language teaching preparation program in Indonesia is more attention being given to improve some technique for teaching vocabulary.

Learning vocabulary as a foreign language seems easy but some students feel fear. The teacher of English should find out solution by created an efficient and effective technique in teaching English vocabulary, besides that, the teachers should establish condition which
makes teaching vocabulary possible. The learning will occur within reasonable period of time.

Realizing how important the vocabulary and how difficult students to build up the teachers of English have provided students with rich exciting exercise which are expected to help vocabulary mush be very helpful to improve the students' ability in English communication. Allen (1997:149) says that vocabulary is very important in a language, when we learn a language like English, we learn the words of language. Students must continue to learn words as they learn structure as they practice in target language. The vocabulary is needed to master the four skills in English. Through vocabulary, we convey our ideas, emotion, and efficiently. Without mastering it, people will not be able to use English effectively. In all language teaching, students must continually learn vocabulary as they learn structure (Allen 1997:149). In fact, students' mastery of English vocabulary is still lack. The students are also difficult to deliver their ideas because of their limitation of vocabulary. On the other hand, some students don't have self-confidence speaking using that vocabulary. As consequence, students will be difficult to communicate to each other or share their opinion.

In order to improve the learners' mastery on English vocabulary, some previous researchers have tried out different techniques of vocabulary teaching such as the use of word wall, teaching vocabulary visual aids, etc. To prove the use of word wall is effective for the vocabulary increase of the learners, the writer is interested in doing observation to introduce under the title: increasing the students' vocabulary mastery by using Word Wall Media.

Related to the background above, the writer formulates a research questions as follows: Does Word Wall Media Effectively Increase the Students’ Vocabulary Mastery? This study aims to find out the students’ vocabulary mastery by using Word Wall Media.

The outcome of this study is expected to be useful and helpful information for the English lecturer in general in order to increase the students' vocabulary mastery by using Word Wall Media. It is restricted to the increase students' vocabulary mastery, especially on teaching noun and verb at the Second Year Students of SMP Neg 26 Makassar.
B. Review Of Related Literature

The research reports used several techniques to increase the students’ vocabulary. Some research findings are briefly cited as follows:

1. Previous Related Findings

Ahmadi, (2004:33) argued in his thesis that English vocabulary dialogue could improve the student's vocabulary achievement. He found that, there are 4 students (16%) get good score, 5 students (20%) get fairly good score, 1 student (4%) get fairly score, 11 students (44%) get poor score and 4 students (16%) get very poor score. The English noun means score in pre-test is (5.2). and for the English verb means score in pre-test is (4.2) with the classification, 1 student (4%) get fairly good score, 4 students (16%) get very fairly score, 11 students (44%) get poor score, 9 students (26%) get very poor score. While after the students vocabulary in English verb is categorized excellent. There is 1 student (4%) get excellent score, 7 students (28%) get good score, 2 students (8%) get fairly good score, 12 students (48%) get fairly score and 3 students (42%) get poor score. The English verb means score in post-test is (6%).

Firawati, (2004:34) found that, the score of noun in pre-test was 4.90 with rate percentage 60.4%) while in post-test the students score was 7.26 with rate percentage (53.3%). From the result analysis above, She found that the students get progress (48.2%). The score of verbs in pre-test was 3.21 with percentage (46.7%). From the result analysis above, She found that the students get progress (100%) and post-test was 13.61% with rate percentage 100%, while to get (x) was total score divided by two variable (noun and verb). She found that, in pre-test was 40.55 and post-test was 6.805 with progress (73%).

Nurmin Ali, (2002:33) stated that there is a significant between the result of pretest and the post test based on the t-test analysis in which the value of t-test is greater than the value of t-table (18.235>2.05) in her thesis “Improving the vocabulary through English magazines as one of way to learn vocabulary”.

Based on the previous findings above the researcher explains that her research is different from Nurmins’ findings. She focused in her writing concern to increase the students’ vocabulary while this research concern to increase the students’ vocabulary mastery especially in components of noun and verb.
2. Vocabulary  
a. Definition of Vocabulary  

Vocabulary is a fundamental requirement that influence students’ achievement in studying English. Without vocabulary there is no communicate, read, and write can be conveyed. So that, it is important to know what the vocabulary is. As follow is the definition or concept of vocabulary by some experts:  

Good (1973:143) defines that vocabulary as the words having meaning when heard and seen even though not produce By the individual himself to communicate with others and the words are considered essential for minimal use a language.  

Harimurti Kridalaksana in Leni 2006 stated that vocabulary is a component of language that maintains of all information about meaning and using word in language.  

According Hornby (1989:1447) that vocabulary is 1). All the words that a person knows or uses. 2). all the words in a particular language. 3).The words that people use when they are talking. 4). a list of words with her meaning especially in a book for learning foreign language. The other opinion from Webster's (1989:978), states that vocabulary is a list of words and sometimes phrase usually arranged in alphabetical order define a dictionary glossary or lexicon.  

Based on the description above, the write conclude that vocabulary is set of words in a language usually arranged in alphabetical order, with the explanation of their meanings, used in particular kind of work.  

Talking about vocabulary it is necessary to present the types of vocabulary when one speak to other he needs some words to express his idea desire, or when he listen, he must be able to catch the meaning. Gains Ruth and Redman (1986:64-65) say that receptive vocabulary as language items which can only be recognized and comprehended in the content of reading, listening material, and productive vocabulary as language items which the learner can recall and use appropriately is speech and writing.  

Legget (1982:148-149) points out that there are two types of vocabulary. 1). Passive of recognized vocabulary which is, made up words, of recognized in the context of reading material but he doesn't actually use himself. 2) Active vocabulary which consists of working words used daily in writing and speaking.
For the purpose of learning and teaching activities, vocabulary can be classified into two kinds: receptive and productive vocabulary. Receptive vocabulary refers to words for lexical items which only can be recognized and compare handed in the context of reading and listening material. Productive Vocabulary refers to word which can be recalled and used appropriately in writing and speech.

Sometimes they get some difficulties to distinguish because a word that students have in his receptive store may suddenly become productive if the situation or context provokes to be a permanent state of affairs.

Schail Williams S. (1967:57) states that every person has three types of vocabulary as follows: 1). Active vocabulary, the words customarily used in speaking and probably run from 500-10,000 words. 2). Reserve vocabulary the words we know that we rarely use in speaking we use them in writing. 3). Passive vocabulary, the words we recognize vaguely but are not sure of the meaning. We never use them in either speaking or writing; we just know that we have seen them before.

Based on the description above, it is clear that both active and passive are very important. Active vocabulary is the word used for speaking and passive vocabulary is word is understood when listening and reading. Vocabulary has great function in language. People use vocabulary/word to construct sentences. Vocabulary is a like as the bone of our body. Without bone, our body will not be able to be as perfect as possible. Nobody can be expressing his/her feeling to others. A teacher will confuse to explain the lesson to the students. The member of community can share their ideas for the social as environmental development, etc. so, the vocabulary is supposed as the bone of language, without vocabulary, the language cannot be developed.

In the world of commerce, certain vocabulary is used to introduce certain product and such vocabulary is usually recommended as new words. For instance, the word “computer” which newly appear in 20 decades while long before, we did not have this word. It appears a soon as it exists. Day by day, then number of English vocabulary increased rapidly following the advancement of the world.

To get a better result in the teaching of vocabulary, the teacher must consider certain principles of vocabulary development. Harmer (1991:154-156) indicates that the problems of
vocabulary teaching are how to select what words to teach. According Wallace in Rismawati (2004:11) indicates nine principles of teaching and learning vocabulary as follows:

1). Aims

In teaching vocabulary we have to be clear about our aims, how many of vocabularies listed we expect learners to be able to do if it is not clear on this point; it will be difficult to assess how successful the vocabulary learning has been.

2). Quantity Having

decided on what is involved in vocabulary learning we may then divide in the quantity of vocabulary, and then we put the number depend on number of factors varying from class and learner to teacher. When there are too many and the students may become confused, discouraged, and frustrated.

3). Need

In most cases to decide what vocabulary is to be taught to the students, teacher uses course book or a syllabus. In any cases, the teachers, in choosing the vocabulary to be taught will refers to the aims of the course and the objectives of individual lessons. It is also possible for the teachers, in a sense, to give the responsibility of choosing vocabulary to be taught to the students. In other words the students are put is a situation where they have to communicate the words they need, as they need then, using the teachers as in informant.

Wallace (1989:30) states five steps to learn as to achieve vocabulary in the mother tongue and the target language as follows: 1).There is a felt need, 2) the learner is exposed to an enormous quantity of his own language with tremendous scope for repetition of what be learning, 3) the learner controls his own of learning. 4).t he target language is nearly always encountered in appropriate situation and in appropriate contest.

3. Teaching Vocabulary by Using Word Wall Media

A Word wall is a group of words that are displayed on a wall, bulletin board, check board, or white board in a classroom. The words are printed in a large front so that they are easy visible from all student seating area. These words are referred to continually throughout a unit or term by the teacher and the students during a variety of activities. (Cronsberry:
2004:3). It is relevant to Green (1993:1) argued that a word wall is an organized collection of large print words on the classroom wall. A word wall helps to create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning.

In teaching vocabulary by Using Word Wall Media (Jerry 2010:5) consists some activities:

a. Make words accessible by putting them where every student can see them. They should be written in large black letters using a variety of background colors to distinguish easily confused words.

b. Teachers should be selective about the words that go on the word wall. Try to include words that children use most commonly in their writing. Words should be added gradually - a guideline is five words per week.

c. Use the word wall daily to practice words incorporating a variety of activities such as: chanting, snapping, cheering, clapping, tracing, word guessing games as well as writing them.

d. Provide enough practice so that words are read and spelled automatically and make sure that word walls are always spelled correctly in the children's daily writing.

4. Classroom Action Research (CAR)

In this Classroom Action Research (CAR), the observer uses the CAR principle to collect the data. The research is divided into two cycles with each cycle consists of four phases. In this research the writer will be conduct in four stages those are: Planning, Acting or action, Observation, Reflection.
The cycle is described through the scheme of action research phases as follows:

Before doing teaching and learning process, the writer prepares material about noun and verb, and then there is interaction in classroom by using method or media, its word wall media. Teaching and learning process used CAR, consists of two cycles, of cycle 1 the teacher designed and planned teaching activity based on the teaching program. The teacher should master the technique; in order the students could understand the subject easily. The role of teacher as educator was very complex not just limited when the learning and teaching process running out, but the teacher also as administrator, evaluator, counselor, and so on, based on their capability.

In teaching and learning activity, many factors that could increase the students’ vocabulary mastery, one of them was using word wall media had used in the class to increase the students' vocabulary mastery. So the result of the research, the writer could draw conclusion that word wall media can increase the students' vocabulary mastery because the main purpose of this teaching and learning process was to get incensement.

C. Method

This chapter deals with research design, research variables and indicators, research hypothesis, time and subject of the research, research instrument, data collection, and data analysis. The location of this research was conducted at SMP Neg 26 Makassar for English
subject. It was conducted on November-December 2010-2011 academic year. This classroom action research was conducted in two cycles, and it will be continued in the cycle 3 if the result of cycle 2 is not significant. It aims at observing the using of Word Wall Media in increasing the students’ vocabulary mastery. The research subject of this classroom action research is the second grade student in class VIII. The class consists of 41 students with the 21 women and 20 men.

1. Research Procedure

a. Cycle I: The activity in this research has two weeks in four times meeting and then has stages such as

1). Planning

a) Understanding the curriculum of the school that used for the school in the first semester 2010/2011.

b) Make lesson planning based on the curriculum, and arrange material of lesson planning and it should based on the teaching of vocabulary.

c) Make pre material or pre test.

d) Make the observation paper for observe the condition of learning process.

e) Arrange the post test to know the increased of the result study after they studied through material.

2). Action

In this activity it has scenario learning process it should based on the teaching vocabulary by using word wall media as like that:

a) The first meeting, the teacher explain about the media, how to work or used it. The teacher gives material or text and asks the students to list vocabulary noun and verb according text.

b) The teacher give paper for each students and ask them write noun and verb they have get from the text.

c) The teacher asks them to looking for the meaning word of dictionary.

d) After they get the meaning word, they stick paper on the word wall media, and after all the paper stuck they write all the work on the word wall media.
e) In the end of cycle give them evaluation and the teacher asked the students to collect their answer.

c). Observation

Observation is collecting data activity related with the learning English process which has solving problem and learning strategy which is improving stated by Adnan Latief (2009: 27), so in this stage the researcher will prepare collection data, instrument data collector would be used, data source would be explained, and collection data and data collection technique would be used.

d). Reflection

The result of data that have been done it will be continue in the analysis until can be reflection after action research. The reflection it will be discuss as well as a guidance lecturer while teacher and should make research planning for the next cycle.

2). Cycle II

In cycle II conducted four times meeting include once time for test in cycle II. The main activities were:

1). Planning

The way that have been done:

a) Continued the activities that have been done in first cycle.

b) Repaired the weakness in the first cycle.

c) Made planning again in the scenario earning process from the result of cycle I reflection.

d) Action research repaired

2). Acting or action

In this stage, action is done to improve the result based on the cycle reflection I. the stages done are the same with the previous cycle that is to say, to do improvement of the applied teaching method.

3). Observation

In the reality the observation done at the cycle II is almost same with the done observation at cycle I.
4). Reflection

According to the achieved result of the observation is collected and analyzed. From the result of the writer, the writer can draw conclusion that word wall media can increasing the students’ vocabulary mastery.

2. Research Instrument

The technique of data collection done in this research is as follow: a) Observation: It aims at finding out the students’ participation during the teaching and learning process. b). Test: It aims at finding out the students’ competence in learning English vocabulary mastery.

3. Research Design

a) Research Location & Participants

The location of this research was conducted at SMP Neg 26 Makassar for English subject. The research subject of this classroom action research is the second grade student in class VIII. The class consists of 41 students with the 21 women and 20 men.

b) Research Time

This Researcher was conducted on November-December 2010-2011 academic year.

c) Classroom Action Research Cycles

This classroom action research was conducted in two cycles, and it will be continued in the cycle 3 if the result of cycle 2 is not significant. It aims at observing the using of Word Wall Media in increasing the students’ vocabulary mastery.

d) Classroom Action Research Preparation

1) Pre – Observation: The observer observed the students for one week in order to be able to know their ability and the method which was used to increase their vocabulary.

2) Planning

Before doing classroom action research, the writer prepared set of equipment in teaching such as lesson plan and observation sheet.

4. Research variables and Indicator

a) Research Variable
There were two variables in this research. The first variable was dependent variable and the second variable was independent variable. Dependent variable was vocabulary mastery, while word wall media was independent variable.

b) Indicators: Teaching vocabulary mastery by using word wall media was that the writer used some text taken from the second-class junior high school text books as material in teaching vocabulary. Vocabulary mastery as dependent variable was achievement of the students in learning after result of manipulation of the independent variable.

D. Conclusion and Suggestion

This chapter contains conclusion and suggestion based on the research findings and discussion in previous chapter, the writer puts forward the following conclusion and suggestions:

1. Conclusion
   a. Word Wall Media as one of the method or media in teaching was effective and significant in increasing the students' vocabulary mastery.
   b. The second year students of SMP Neg. 12 Makassar have good achievement in vocabulary. This provided by the mean score of the students where the result of the cycle I was 6.8 and in cycle II namely 7.4.
   c. The observation result of the students' activeness in teaching and learning process was 67.83% at cycle I and increased significantly to be 82.00% at cycle II. It means that the implementation of Word Wall Media in teaching vocabulary could make the students active in learning process so the implementation of this method was suitable and effective especially for the increasing the students’ vocabulary mastery

2. Suggestion

Based on the findings, the writer stated suggestions to increasing the students’ vocabulary mastery by using Word Wall Media, as follows:
   a. The English teacher recommended to apply Word Wall Media as one of the method or media ways in vocabulary mastery and to give attention at the interesting method in teaching to make students interested in learning English, especially to teach vocabulary.
b. The English teacher should maximize in giving guidance to the students in learning and teaching vocabulary process.

c. The writer must be capable of creating something to increase vocabulary mastery.

d. The students were expected to increase their intensity in learning vocabulary by using Word Wall Media.

e. The library should prepare many books or dictionary related to vocabulary mastery to facilities the students to increase their mastery in learning vocabulary.
BIBLIOGRAPHY


