THE USE OF WORD WALL MEDIA IN TEACHING VOCABULARY AT THE SEVENTH GRADE OF MTS PESANTREN PUTRI NURUL JADID BUA

IAIN PALOPO

A THESIS

Submitted to the English Study Program of S1 Tarbiyah and Teachers Training
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Degree in English Education

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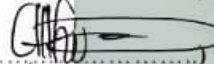
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This thesis, entitled "**The Use of Word Wall Media in Teaching Vocabulary at The Seventh Grade of MTS Pesantren Putri Nurul Jadid Bua**" written by **St Aisyah, Reg. Number 14.16.3.0132**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Monday, February 06th 2019 M**, coincided with **Jumadil Awwal 1th 1440 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

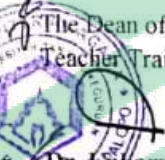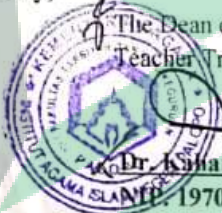Palopo, <u>February 06th, 2019 M</u>
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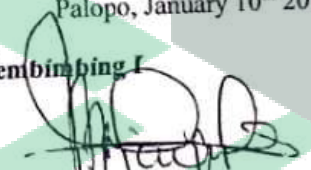Nim   : 14.16.3.0132

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اَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِيْنَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِيْنَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِيْنَ. (أَمَّا بَعْدُ)

Alhamdulillahi Rabbil 'Aalamin, praise to the almighty Allah SWT without his blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd) at the State Institute for Islamic Studies (IAIN) Palopo by the tittle "*The Use of Word Wall Media in Teaching Vocabulary at the Seventh Grade of MTS Pesntren Putri Nurul Jadid Bua*". Shalawat and salam always be given to our beloved prophet, Muhammad SAW. Who has guided us from the stupidity era to the cleverness era namely Islam Religion.

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Finally, the researcher dedicates this thesis may Allah SWT bless us. Allahumma Aamiin.

Palopo, 4th February 2019

The Researcher,

St. Aisyah

TABLE OF CONTENT

ABSTRACT

St. Aisyah, 2019, *The Use of Word Wall Media in Teaching Vocabulary at the Seventh Grade of MTS Pesantren Putri Nurul Jadid Bua.*. Thesis.*,* English Study Program.Tarbiyah and Teachers Training Faculty, State Islamic Institute of Palopo. Advised by Amalia Yahya, SE., M.Hum and Muh. Irfan Hasanuddin, S.Ag., M.A.

Keywords: Word Wall Media, Vocabulary, MTS Pesantren Putri Nurul Jadid

This research was conducted to improve students' vocabulary by using word wall media at the seventh Grade of MTS Pesantren Putri Nurul Jadid. The problem statement of this research was "Does the use of word wall media improve students' vocabulary of the seventh grade students of MTS Pesantren Putri Nurul Jadid?". The objective of the research was to find out whether or not the use of word wall media improve students' vocabulary of the Seventh grade of MTS Pesantren Putri Nurul Jadid.

The research applied pre-experimental method. The subject of the research was the seventh class that consisted of 18 students. The research used purposive sampling technique. The instrument of the research was vocabulary test. The data collected through giving pretest, treatment, and posttest. After collecting the data the researcher analyzed the data by using SPSS 20 to computed the paired sample t-test.

The result of this research showed that word wall media can improve students' vocabulary. It can be seen from the mean score of the students' posttest (91,83), which is greater than the mean score of the students' pretest (51,78). The result can be seen from sig. (2-tailed) is 0.00. It is lower than $\alpha = 0.05$ and it means that H0 is rejected and H1 is accepted. It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. By using word wall media the students were easy to memorized the vocabulary. Word wall media also made students more active and creative in learning process. Based on the result of this research, it can be concluded that the word wall media can improve students' vocabulary.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the English components taught to the learners and it has primary role for all language skill. Vocabulary may have special importance for adult's learners, since it is the one area of the language learning that does not appear to be showed down by age.[1] It means, without a proposional amount of vocabulary anyone gets trouble in speaking, reading, listening, and writing.

Vocabulary is a list or collection of words and phrases usually alphabetically arranged and explained or defined where all the words known and used by a person are related to a particular subject. Understanding the vocabulary is generally regarded as an important part of the process of learning a language or develop one's ability in a language that has been mastered. In the School, the students often get a new words as part of a particular subject and many adults who consider the formation of the vocabulary as an interesting and educative activities.

Learning vocabulary is important for the learners, Wilkins say that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[2] It means that mastering vocabulary is needed by the students because they will hard to say something without mastering grammar and especially in students' vocabulary.

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[1]Linda Taylor, *Teaching and Learning Vocabulay*, (New york: Cambridge University Press, 1990) p. 1

[2]Wilkins, *Linguistics in Language Teaching*. 1990

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms[3]. So, Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts[4]. It means that teaching vocabulary will help the students understand and easy to communicate with others in English.

In teaching English vocabulary with same method in every meeting can make the students feel bored to learn English. It can also make students lost motivation to study. It is very important for English teacher to select the new method and make the class fresh and interesting. Some of the teacher are using stick figure, puzzle, card game, word card, wordwall, picture and etc.[5] So the students will get more motivation and not feel bored in learning English. Especially in vocbulary.

Based on the interview result with the English teacher of MTS Pondok Pesantren Putri Nurul Jadid. The teacher said that during teaching learning English activity at the seventh grade, especially in class VII B, some of the students still have difficulties in learning English, especially in learning vocabulary. Those problem of vocabulary must be solved, because it can be the difficulties for the students to

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[3] Mofareh Alqahtani, *"The Importance of Vocabulary In Language Learning and How to Be Taught"*, Vol. III, No. 3, (2015).

[4] Joan Sedita, *"Effective Vocabulary Instruction"*, (2005)

[5] Zulfa Amiruddin, *"Improving students' vocabulary by using word wall (A Classroom Action Research to the Fifth Year Students of SD Negeri 5 Kuta Blang)"*, (Jakarta: 2011), p. 16

continue the next level or grade. The students also have low motivation in learning English because the students feel bored during teaching learning process.

In this case, the researcher choose Word Wall as an effective approach in teaching vocabulary. Word wall media may help the students to facilitate in improving students' vocabulary. It is usefull for all of students to improve their vocabulary, although the student has known before. It is also expected to be positive atmosphere in their classroom. And also, can be an alternative way to keep the students' vocabulary.

Word wall is a group of words that are displayed on wall, bulletin board, chalkboard, or whiteboard in a classroom.[6] It is often used in the elementary and junior high school grades for multiple purposes, and research has demonstrated the effectiveness of this tool.[7] Word wall is very good and suitable used to improve the students' vocabulary because all students directly involved in many kinds of activities to look for and find out the meaning of vocabularies by teacher's guide.

B. Problem Statement

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[6]Jennifer Cronsberry, *Word Walls*, article Vol. 1, 2004, http://www.curriculum.org/tcf/teachers.projects/repository/wordwalls.pdf, retrieved, 29 September 2017.

[7] LeDale Southerland. *The Effects of Using Interactive Word Walls* to Teach *Vocabulary to Middle School Students*. North Florida; University of North Florida. 2011.

Based on the description above, the researcher formulates the research question as follow: Does the use of word wall media improve students' vocabulary of the seventh grade students of MTS Pesantren Putri Nurul Jadid?

C. Objective of the Research

The objective of the research is to find out whether or not the use of word wall media improve students' vocabulary of the Seventh grade of MTS Pesantren Putri Nurul Jadid.

D. Significance of the Research

1 Theoretically

The result of this research is to support the theory about word wall media which is said that it can improve students' vocabulary.

2 Practically

− For the teacher

The result of this study is hoped to be a good references for teachers in teaching vocabulary problem.

− For the students

The result of this research is hoped to be useful for the students to develop their motivation and interest in learning English vocabulary.

− For the further research

It will be used by the other researcher as the previous study in teaching vocabulary. On the other hand, it is hoped that the next researcher can implement the method in teaching learning process by using word wall media.

E. Scope of the Research

To specify this research, the researcher used word wall media in improving students' vocabulary at the seventh grade of students MTS Pondok Pesantren Putri Nurul Jadid. The topics of vocabulary based on the syllabus. There were days of the week, months of the year, degree of time. The total number of vocabulary that the students had to master 29 vocabularies.

Based on the preliminary observation, there were two identified problems such as the students difficulties in learning vocabulary and motivation of the students in learning English. However, the limitation of this research focused to improve students' vocabulary.

F. Definition of Term

To avoid misunderstanding in this research, it is necesarry to explain some terminologies related to this result:

1. Vocabulary is one of the most important elements in a language communicate using English language we need vocabulary. Without vocabulary, no one can speak or understand the language.[8] Vocabulary is all the words that a person knows or uses, all the words in language and all the words with their meanings, especially in a book for learning a foreign language. In this case, vocabulary means a list of words taught by teacher through word wall.

2. Word wall is a group of words that are displayed on a wall in a classroom. The words are printed in a large font and cheerful, so that the students are visible from all students sitting's area and it will built the students' memory in vocabulary.

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[8] Julio Dobson, Try One of My Game, (Washington. D. C, 1995)

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.[9]

[9] Zulfa Amiruddin, *"Improving students' vocabulary by using word wall (A Classroom Action Research to the Fifth Year Students of SD Negeri 5 Kuta Blang)",* (Banda Aceh : 2012)

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

In writing the research, which discussed about learning by using word wall media, the researcher found some related research that using word wall media in teaching vocabulary. As follows

Ameli Arifin, in her research entitled *"Improving Students Vocabulary By Using Word Wall As A Media In the Seventh Year of SMP Ngeri 2 Suli"*. The result of pretest is 2.05 and posttest 2.77. The mean score is higher after teaching by using word wall. The use of word wall is effectively in teaching vocabulary at SMP Negeri 2 Suli.[10]

Nur Aeni Kasim, in her research entitled *"Increasing the Students' Vocabulary Mastery by Using Word Wall Media"*. The result of the students' activeness in teaching and learning process was 67,83% at cycle I an increase significantly t 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.[11]

Based on the previous findings above, the similiarity between those previous research with this research was talking about the use of word wall media to improve students' vocabulary. While the differences between this research with the previous

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[10] Amelia Arifin, *"Improving Students' Vocabulary by Using Word Wall As A Media In The Seventh Year of SMP Negeri 2 Suli"*, (Palopo, 2011).

[11] Nur Aeni Kasim, *"Increasing the Students' Vocabulary Mastery by Using Word Wall Media"*, (Makassar, 2011).

researches was about the design of the research and the topic of vocabulary. The first previous study used pre-experimental design, and the topic was about family, part of body, and fruits. The second previous research used CAR (Class Room Action Research) as the design of the research and the topic was about verb and noun. While this research used pre-experimental design and the topic of vocabulary was days of the week, months of the year, and degree of time.

B. Vocabulary

1. The Definition of Vocabulary

Vocabulary as one of elements of language is important to study, without having enough vocabulary, the ability yo communication and convey our needs could not be established.[12] According to Wilgam M. Rivers, it would be imposible to learn a language without vocabulary or words. Vocabulary is the main part in a sentence, very important to be mastered. We cannot organize our idea in a sentence without words.[13]

Vocabulary is an important aspect in teaching and learning a foreign language. According to Edward, said that vocabulary is one of the important factors in all language teaching. Students must continually learn words as they learn structure and as they practice sound system.[14]

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[12] Asmawati Ambas Tekeng, *Improving Students' Vocabulary at The Seventh Year of MTsS Darul Istiqamah Leppangang By Using Hypernym and Hyponym,* A thesis S1, (Palopo: STAIN, 2014).

[13] Wilga M, Rivers, *Teaching Foreign-Language skills* . P. 462.

[14]Tintari Jr, *Definition of Vocabulary*, http://www.academia.edu/6086481/Definition_of_vocabulary

Vocabulary is the set of known word meanings and can be used by someone in a language. Vocabulary person is defined as the set of all the words are understood by the person or all the words that are likely to be used by such person to construct a new sentence. Vocabulary richness is generally considered a person is a description of intelligence or education level. Understanding the vocabulary is generally regarded as an important part of the process of learning a language or develop one's ability in a language that has been mastered.

Vocabulary is a foundamental 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 the definition or concept of vocabulary by some experts: 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[15].

2. The Types of Vocabulary

In language learning, vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing all together. There are many clarifications make by the experts in language area about the kinds of vocabulary. The first, Evelyn Hatch and Cheryl Brown divides vocabulary into two categories:

a. *Active vocabulary* is word which the students understand, can pronounce correctly, and uses constructively in speaking and writing. Active vocabulary, it refers

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[15] Nur Aeni Kasim, *"Incerasing The Students' Vocabulary Mastery by Using Wod Wall Media"*, Universitas Negri Makassar. Accessed on April 1

to language items which the learners can use appropriately in speaking and writing. Active vocabulary also called as productive vocabulary.

b. *Passive vocabulary* is words that recognize and understand when they occur in a context. It refers to language items that can be recognize and understood in the text of reading or listening and also called as receptive vocabulary. [16]

Besides active and passive vocabulary, Fries also classified vocabulary into content and function word:[17]

1) Content words

The content words, on the other hand, can be added to at any times as new scientific advances make new words and communication about new inventions necessary. In learning vocabulary, we know the content words or class words. There are noun, verb, adjective and adverb.

a. Noun

Noun is a word that refers to a person, a place, or a thing, a quality or an activity.[18]

Based on the form, noun can be divided into to two kinds, as follow:

a) Concrete noun is the real noun

Example: book, chair, table, etc

b) Abstract noun (nor real)

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[16] Luis Cohen, *Research Method in Education*, (Fifth Edition. London and New York: Routledge-Falmer is an imprint of Taylor & Francis Group, 2005).

[17] Misbahudin, The Correlation Between Students Mastery of Vocabulary and heir Reading Abiliti, (UIN Syarif Hidatullah. Jakarta, 2011)

[18] Oxford Advanced Learners Dictionary of Current English, (Oxford University Press, Eighth Edition, 2010) p. 1042

Example: friendship, faith, happiness, etc. [19]

Based on kinds of noun, concrete noun can be divided into four kinds. As follow:

a) Proper noun

Proper noun is that begin by capital letter and the specific names of person, place, and thing. Example name: people name, town, country, school, etc.

b) Common Noun

Common noun is noun that commonly used, that name people, places, or things. Example: boy, school, pen, etc

c) Collective noun

Collective noun is community noun or noun is gathered in one group of people or thing. Example: staff, team, band.

d) Material Noun

Material noun is noun that from mining source and also from the other sources are used to make something. Example: wood, paint, gold, sand.[20]

Based on can or can account classified in two kinds, as follow:

➢ Countable noun

Example: book, girl, glass.

➢ Uncountable noun

Example: sugar, water, sand, rice. [21]

b. Verb

[19]Didimus Manulang, *Tangkas 16 Tenses,* (Kelompok KARISMA Publishing, Tanggerang Selatan, 2012). p. 92

[20] *Ibid*. p. 92

[21] *Ibid*. p. 93.

Verb is a word or phrase that expresses an action, an event, or a state.[22] Verb is important part of the speech, because without verb, word cannot be said as a sentence.

There are many kinds of verbs, these are:

a) *Auxiliary verb* is a verb using to describe the time, the character or other suggestion. Example: can, must, may.

b) *Irregular verb* is a verb form imperfect tense and past participle is change or not change and we can add-d or – ed at the end word.

Example: pay – paid – paid.

c) *Regular verb* is a verb forming imperfect tense and past participle adding by – ed at the end of word. Example: hate – hated, walk – walked

d) *Transitive verb* is a verb needs an object as complement.

e) *Intransitive verb* is a verb did not needs an object.

f) *Causative verb* is a verb showing a caused by the action in the words.

g) *Copulative verb* is a verb or linking verb. That is verb connect the subject with the other word in sentence follow by adjective or noun as a complement. [23]

c. Adverb

Adverb is the word that explains noun or pronouns. The kinds of adverb are:

a) Adverb of Time, that explain the time when something to do. Example: yesterday, tomorrow.

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[22] Oxford Learner's Dictionary, New Edition: Oxford University Press. 2000. P. 478.

[23] Sulfia Syamsul, Improving Students' Vocabulary through Scrabble Words Game at the Eighth Year of SMPN 8 Palopo, (Thesis IAIN Palopo). p.13.

b) Adverb of Manner is an adverb which used to explain the situation or to explain how the activities happen. Example: past, hard, well, late.

c) Adverb of Place is the adverb which shown the place of something happen. Example: here, there, in, at, etc.

d) Adverb of Frequency is explain seldom or not something to do. Example: always, usually, and seldom.

e) Adverb of Degree, explain about level a job to do. Example: very, rather, enough.

f) Adverb of Sentence, explain about all sentence and put begin of sentence. Example: actually, the last, in fact, generally. [24]

d. Adjective

Adjective is words that describes a noun and give in information about a noun or pronoun that comes at beginning of sentence. Adjective often follow a form of be (am, is, are).

Example: - Balls are round   - I am hungry

- Mary is intelligent   - They are happy

In English, adjective located before noun.

Example: - Beautiful girl   - New car

-   Wise man   - Big town.[25]

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[24] Azhar Arsyad. *Dasar-dasar Penguasaan Bahasa Inggris,* (Yogyakarta: Pustaka Pelajar, 1997), p. 110

[25]I. Didimus Manulang, *Tangkas 16 Tenses*, (Kelompok KARISMA Publishing, Tangerang Selatan). p. 104

2) Function Word

The function of vocabulary is inseparable from the language skills. In speaking, the people need words to communicate their thought, ideas, feeling to the other people. Choosing words accurately, and impressed as well as how people react them. Among the function words are:

a) Preposition; of, at, in, without, between

b) Pronouns; he, they, anybody, it, one

c) Determiners; the, a, that, my, more, much, either, neither

d) Conjunctions; and, that, when, while, although, or

e) Auxiliary verbs; be, (am, is, are), have, got, do.

f) Particles; no, not, nor, as.[26]

The second, dealing with frequency and range vocabulary often occur in the language. Nation, it can be divided into four levels as follow:[27]

a) High frequency words

High frequency words are the 2000-2003 most frequent word families. The first, priority is in vocabulary learning because these word in account for 80% or more of the running words in any written or spoken text.

b) Low frequency words

All the rest of the word families which of these words are known or are worth learning depend on learner's personal interest, educational background or

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[26] Sukirman, *English Morphology*, (Alauddin University Press, Makassar, 2013). p. 115

[27] Nation I.S.P, *Teaching and Learning Vocabulary*, (USA: Heinle & Heinle Publishers, 1990).

current studies, area of employment; social, cultural natural environment and so on, the words just occur rarely.

c) Academic words

Words families occur much more frequently in academic texts (textbook, lectures, handout, journal article, reference manual, seminar presentation) than in non-academic usage, across of different disciplines.

d) Technical words

Low frequency word families which are use in particular discipline, professional, sport, culture or other special field. They are normally known only by the people with an interest or expertise in relevant area.

In addition, identifies the categories of knowledge about vocabulary:

a. Form: readers recognize the word in print and distinguish it are various grammatical forms (noun, verb, adjective, adv).

b. Position: readers know the grammar patterns and structures in which a word can occur and the word that frequently appear before or after it, the collocations.

c. Function: readers know how to common or rare the word is and what type of situations and texts it would most likely occur.

d. Meaning: readers know the various meaning and nuances of a word as well as it is synonyms. [28]

Based on the references above, we can know the classification of vocabulary that it have it is own utility when it is use. Furthermore, words are a part of the

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[28] *Ibid*

people's way of living or tools to communicate in language which is use by a person for showing and telling their opinion and ideas based on their need. In other words, the richness of person's vocabulary is popularly thought to be a reflection of level education.

3. Kinds of Vocabulary

Vocabulary devides into four divisions, the division of which refers to the four language skill:

a. Speaking Vocabulary is the words that come reading to the tongue when giving a speech.

b. Writing Vocabulary is the words that come readily when writing

c. Reading Vocabulary is the words that are rarely use of production and understood when they are seen, moreover.

d. Listening Vocabulary is the words which rarely use but they understood, practical, English language teaching when they heard.[29]

4. The Importance of Vocabulary

Vocabulary as one of the language elements is integrated in communicative expression. Krasen in Nunan argues that vocabulary is important. This has come about partly of vocabularies as a result of the development of communicative approaches to language teaching and partly through stimulus of comprehension based

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[29]David Nunan, *Practical English Language Teaching*. P 13.

methods such as the natural approaches[30]. So, vocabulary is important for the students to master language skills and also to understand what the speaker said.

Vocabulary is also important to express idea or to ask for certain important. If someone has a lack of vocabulary, he or she will find some difficulties in expressing his or her ides in oral or written. In addition, if the learners have a less vocabulary, they cannot access information or knowledge. Moreover, without the words the learner cannot really understand facts or ideas that the learners have met. One should be able to master adequate vocabulary to convey their message.

5. Vocabulary in the Class

Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. Furthermore, having limited vocabulary is also a barrier that precludes students from learning a foreign language and when they do not know how to enrich their vocabulary, for example they often gradually lose interest in learning.

The roles of vocabulary in the classroom have five initial conclusions;

a. Vocabulary is very important and needs to be dealt with systematically in its own right; it is not simply add on grammar or skills lesson.

b. Our job does not finish as soon as a learner has first met some new vocabulary, we need to help them practice, learn, store, recall and use the items.

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[30]Febriana Eka Setyaningsih, *The Use of Word Clap Game to Improve Students' Vocabulary Mastery. A classroom Action Research at The Eighth Grade Students of SMPN 3 Ungaran in Academic Year of 2014/2015,* (Semarang: English Department Faculty of Language and Arts Semarang State University, (2015), p 14.

c. Training in the use of English-English dictionaries provides learners with a vital tool for self-study.

d. We need to distinguish between vocabulary for 'productive' use and for 'receptive' recognition and adapt our classroom work appropriately.

e. We need to deal not only with single word lexical items, but also with longer, multiword items.

6. Teaching vocabulary

In teaching vocabulary, the teachers are hoped to have some techniques in other to make students familiar with the vocabulary so that they understand new word easily. The techniques functions not only to help the students grasp the meaning of new words quite easily, but also to vary the teaching activity in order to avoid the boredom on the part of students. Harmer, mentions that the following aids can help to explain new vocabulary are.[31]

a. Realia

This is the word to refer the use of real objects in the classroom. Thus the words "book", "pencil", or "chair", can be easily explained by showing students a book, a ruler, or a chalk. This is clearly satisfactory for certain single words, but the use of realia is limited to things that can be taken easily from the classroom.

b. Pictures

Picture are clearly indispensable for the language teacher since they can be used in so many ways. Picture can be used to explain the meaning of vocabulary

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[31] Harmer Jeremy, *The Practice of English Language Teaching*. (England: Pearson Education, 2007)

items: the teacher can draw pens, rulers, pencils, and books in the blackboard/whiteboard, or have magazines picture of trucks, bicycle, train, or bus onto cardboard. The teacher might bring in a wall picture showing three people in a room that could be used for introducing the meaning of the sentence, for instance: there are three people in the classroom.

c. Mime, action, and gesture

It is often impossible to explain the meaning of words and grammar either with realia or in picture. An action, in particular, is probably better explained by mime. Gesture is useful for explaining words like "from", "to", etc. Orindicationg that the past is being talked about (the teacher gestures backwards over his shoulder)

d. Contrast

A visual element sometime may not be sufficient to explain meaning and contrast can be used. Thus, the meaning of "full" is better understood in the context of "empty", "big" in the context of "small", etc.

e. Enumeration

The word "vegetable" is difficult to be explained visually. If, however, the teacher rapidly lists (or enumerates) a number of vegetables, the meaning wil become clear. The same is true of a word like "clothes".

f. Explanation

Explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanations. It will be important in giving such explanations to make

sure that the explanations include information about when the item can be used. For example, it would unsatisfactory just to say that "mate" is a word for "friend" unless you point out that it is colloquial informal English and olny be used in certain context.

g. Translation

For many years, translation went out fashion and was considered as something of sin. Clearly, if the teacher is always translating, this will impede the students' learning since they want to hear and use the target language, not their own. Nevertheless, it seems silly not to translate if by doing so; a lot of time can be saved. If the students do not understand a word and the research cannot think how to explain it, he can quickly trlanslate it.

Translation then, seem a useful measure if it is used springly, but it is hoped to be used with caution. These aids and measure may be useful for explaining the meaning of a word or a sentences.

7. The Principles of Learning and Teaching Vocabulary

To get better result in the teaching of vocabulary, the teacher must consider certain principles of vocabulary development. The problem of vocabulary teaching are how to select what words to teach.[32] The principles of teaching and learning vocabulary as follows:[33]

a. Aims

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[32] *Ibid*

[33] Nur Aeni Kasim, *"Increasing The Students' Vocabulary Mastery by Using Word Wall Media"* (Makassar : 2011). P. 6

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.

b. Quantity Having

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

c. Need

In most cases to decide what vocabulary is to be taught to the students, teacher uses course book or 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 lesson. The other words, the students are put in a situation where they have to communicate the words they need, as they need then, using the teachers as in informant. [34]

8. Vocabulary Teaching Strategy

There are some strategiescto teach vocabulary :

a) Verbal strategy, use of illustrative situations, use synonym and definition, contracts and opposites, scales.

b) Visual strategy, flash cards, photographs, relia, mine, and gesture.

c) Using dictionary

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[34] *Ibid*

d) Translation

e) Contextual guesswork

f) Asking others (friend or teacher) and

g) Thematic vocabulary. [35]

9. Problem in learning vocabulary

Thornburry states that there are some factors that make word difficult, the factors are:[36]

a. Pronounciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners such as *regular* and *lorry* for Japanesse speakers.

b. Spelling

Words that contain silent letters are particulary problematic, such as *foreign, listen, climbing, honest, ets.*

c. Length and complexity

[35] Ruth Gearus and Stuart Retman, Working with words, (Cet.4, Melbourne, Australia: Cambridge University: 1989), p. 73

[36] Thornburry, *How to Teach Vovabulary*. Harlow: Longman.

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be in English, and therefore the learner is likely to meet them more often, a factor favoring their "learn ability".

d. Grammar

Also problematic is the grammar associated with the word, especially if this differs form that of its first language equivalent.

e. Meaning

When two words overlap in meaning, learners are likely to confuse them, *make* and *do* are a case in point: You *make breakfast* and *make an appointment,* but you *do the housework* and *do a questionnaire.*

f. Range, connotation and idiomatic

Word that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range.

Learning vocabulary seems to be one of the easiest things about learning a language, but it's also one of hardest things to do. It is becauce learning vocabulary, students will also learn about other aspects of word such as usage, pronunciation, grammatical, and so on. So it often makes difficulties for the students to comprehend the vocabulary.

C. Word Wall

According to Sally Olson word wall is a systematically organized collecting of words display in large letters on a wall or other large display place in the

classroom. It is a tool to use not just displayed. Wordwall are designe to promote group learning and be shared by a classroom of students.[37]

According to N.C. Carson Dellosa word wall is an interactive collection of words or part words used to teach vocabulary, spelling, letter, sound correspondence, and more. Word wall are not simply decor, they re works in progress designed to promote group learning.[38]

1. Definition of Word Wall

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.[39]

A word wall is a large display in the classroom where the meanings of important ideas are displayed, using words or words with picture. When vocabulary may be unfamiliar to students, creating a word wall is one way to help them comprehend and interpret ideas in a text or keep track of new terms from a unit of study.

Word walls are interactive displays used to learn and practice language conventions and spelling in the context of authentic reading and writing activities. They evolve over time and provide support and references for students. Word walls

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[37] http://www.teachingfirst.net/wordwall.htm.

[38] *Ibid*

[39] Zulfa Amiruddin*, "Improving students' vocabulary by using word wall (A Classroom Action Research to the Fifth Year Students of SD Negeri 5 Kuta Blang)"*

can include a variety of words (e.g., high frequency words, word families, names, academic language, and content-specific words). They serve as an important reference for students and a record of their language learning.[40]

2. The Goals of Word Wall

According to Patricia Antonacci, word wall has many goals; they are as follow:[41]

1) Support the teaching of important general principles about words and

how they work.

2) Foster reading and writing.

3) Provide reference support for children during their reading and writing.

4) Promote independence on the part of young students as they work with

words in writing and reading.

5) Provide a visual map to help children remember connections between

words and the characteristics that will help them form categories.

6) Develop a growing core of words that become part of a reading and

writing vocabulary.

3. The advantage of word wall

[40]Albert, *Vocabulary Development,* https://www.google.co.id/?q=http://www.learnberta.ca/conotent/ieptlibrary/documents/en/is/word_walls.

[41]Patricia, Antonacci, "*Teaching Vocabulary Interactive Word Wall Strategy*", College Publishing, New York, 2012. P.13

a. Can be applied by using various methods, for example topic about animals: fish, frog, chicken, horse and cat. The strategy is quick definition where the students give the definition of them.

b. Students impress and happy during learning teaching process because they enjoy the learning situation

c. because they always see the words which patched in the wall of their class.[42]

4. The Impact of Word wall

A Word wall is an ongoing, organized display of key words that provides visual reference for students throughout a unit of study or a term. These words are used continually by teachers and students during a variety of activities. Word walls provide easy entree to words students need. Word walls provide a permanent model for high frequency words. They help students see patterns in and relationships between words, thus building phonics and spelling skills. Moreover, they provide reference support for children while reading and writing.

Word walls are important for young readers because they: [43]

a. Provide a place to post high frequency words that have already been taught. Students can use the words as a reference during reading and writing, making them more independent while teaching them how to use a reference tool;

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[42] Amelia Arifin, Improving Students' Vocabulary by Using Word Wall As A Media In The Seventh Year of SMP Negeri 2 Suli, (English Departemen STAIN Palopo, 2011)

[43] Samantha cleaver, "What is a Wors wall?", https://www.wearteachers.com/what-is-a-word-wall/ accessed on july 2018.

b. Help students see patterns and differences in words. Having the words the, they, their, and there together on the wall helps students recognize the similarities and differences between each word; and

c. Make words concrete for young learners as they find words on the word wall using their finger or a pointer.

d. Word walls can help upper elementary, middle, and high school students as well by:

e. Reinforcing the spelling of important terms across a unit or of frequently misspelled words;

f. Housing words that you want students to use more in their writing or discussion; and

g. Expanding student vocabulary by helping students see how words connect, as in a word wall that displays lists of synonyms.

Using a Word wall as a teaching tool began as a way for teachers to motivate children as they worked to adopt newly learned terminology. In early childhood classrooms, Word Walls are used to increase children's working vocabularies as teachers strengthen their conceptual development. Older children learn a wealth of new words as they read. Younger children learn new vocabulary through listening, talking, singing, and exploring new words. [44]

In word wall media consist some activities:

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[44] Nur Aeni Kasim, *"Increasing The Students' Vocabulary Mastery by Using Word Wall Media"* (Makassar : 2011). P.7.

1). 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.

2). Teachers should be selective about the words that go on the word wall. Try to include words that students use most commonly in their writing.

3). Use the word wall daily to practice words incorporating a variety of activities .

4). Provide enough practice so that words are read and spelled automatically and make sure that words wall are always spelled correctly in the students daily writing.[45]

D. Hypothesis

1. The hypothesis of the research are formulated as follow:

    a. H_0(Null Hypothesis) : Word wall media cannot improve students' vocabulary at the seventh grade of MTS Pesantren Putri Nurul Jadid.

    b. H_1(Alternative Hypothesis) : Word wall media can improve students' vocabulary at the seventh grade of MTS Pesantren Putri Nurul Jadid.

2. Hypothesis acceptability criteria:

    a. If P-value $\leq \alpha$ 0,05 means reject H_0

    b. If P-value $\geq \alpha$ 0,05 means accept H_1

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[45]Sally olson,*Interactive Word Wall* ,
http://www.teachent.cm/lesson/langarts/wordwall062599.html

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents the research design, research variable, population and sample, instrument of the research, procedure of collecting the data, treatment of the research, and technique for analysing the data.

A. Research Design

In this research, the researcher applied pre experimental method with pretest, treatment, and posttest. This kind of design attempts to compare the students' competence before and after the treatment through pretest and posttest result. Pretest was given before material was taught and it was done to find out the student's prior competence, and Posttest was given after the material was taught and it was done to know the result of students' competence.

Design of the research can be seen as follow:

$$O_1 \quad X \quad O_2$$

Which:

O_1 = Pre-test

X = Treatment

O_2 = Post-test[46]

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[46] Suharsini Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 1988), h 84.

B. Research Variables

The variables in this research consisted of two variables, namely independent variable and independent variable :

1. Independent variable was word wall media.

2. Dependent variable was the improvement of students' vocabulary.

C. Population and Sample

The population of the research was 59 students from three classes. There were class VII A consisted of 20 students, VII B consisted of 18 students, and VII C consisted of 21 students. In this research, the researcher applied purposive sampling technique. Purposive sampling is a technique to choose the member from the population based on certain purpose. The sample was class VII B. The students of class VII B were chosen as the sample because some of the students had low vocabulary. It was seen by the information obtained from the English teacher in that school.

D. Instrument of the Reseach

The instrument of this research was vocabulary test, which consisted of pretest and posttest. Pretest was aimed to know the ability of the students' vocabulary achievement before giving treatment, while posttest was aimed to know the students' vocabulary achievement after giving treatment.

The test consisted of 30 questions. There were some types questions that the researcher used in test, there were 10 fill in the blank, 10 multiple choice, and 10 translate the words. The kind of instrument test, in pretest and posttest was similar. But the difference was question content. For example, in pretest question was "Today is Sunday. Tomorrow will be?". In posttest was "Today is Wednesday. Tomorrow will be?".

E. Procedure of Collecting Data

The data collected by using some procedures, they described as follows:

1. Pre-test

Before doing treatment, the researcher gave pretest to the students which aimed to know and to identify the students' prior knowledge of vocabulary. The test consisted of 30 questions, there were 10 fill in the blank, 10 multiple choice, and 10 translate the words. The procedure in pretest as follows. The researcher entered the classroom and gave the students worksheet. After that, the researcher gave an explanation about the purpose to came and gave an explanation about the procedure to answer the test. After that, the researcher gave forty minutes to answer the test. Next, the researcher collected the students' worksheet. Last, the researcher scored the test in different place.

2. Post-test

After doing treatment the researcher gave posttest as pretest that has been given before. The researcher gave posttest which aimed to know and identify the students' vocabulary achievement. The test consisted of 30 questions, there were 10 fill in the blank, 10 multiple choice, and 10 translate the words. The procedure in

posttest as follows. The researcher entered the classroom and gave the students worksheet. After that, the researcher gave an explanation about the procedure to answer the test. The researcher gave forty minutes to answer the test. Next, the researcher collected the students' worksheet. Last, the researcher scored the test in different place.

F. Treatment of the Research

The treatment in improving students' vocabulary through word wall media consisted of four meetings. The steps were as follows:

a. First meeting

In the first meeting the researcher brought out the word wall media with theme days of the week. The researcher explained to the students what is word wall. After that, the researcher explained the words of "days of the week". Next, the students repeated the vocabulary that has given by the researcher. Next, the researcher applied the word wall media. The researcher asked the students to came forward one by one to practice mentioning the vocabulary. Last, the researcher asked the students to memorize the vocabulary and practice more.

b. Second meeting

In the second meeting, the researcher checked the students' vocabulary about "days of the week". After that, the researcher explained the words of the second theme "month of the year". Next, the students repeated the vocabulary that has given by the researcher. Next, the researcher applied the word wall media. The researcher asked the students to came forward one by one to practice mentioning the vocabulary.

Last, the researcher asked the students to memorized the vocabulary and practice more.

c. Third meeting

In the third meeting, the researcher checked the students' vocabulary about "month of the year". After that, the researcher explained the words of the third theme "degrees of time". Next, the students repeated the vocabulary that has given by the researcher. Next, the researcher applied the word wall media. The researcher asked the students to came forward one by one to practice mentioning the vocabulary. Last, the researcher asked the students to memorized the vocabulary and practice more.

d. Fourth meeting

The researcher checked the students' vocabulary about "degrees of time". After that, the researcher checked all the students' vocabulary that has been given before.

G. Technique for Analysing the Data

Before analyzing the data, the researcher collected the data and analyzed them by using procedures as follows:

1. Scoring the students answer from the given test vocabulary. Each of the students' correct answer got 1 and the wrong answer got 0:

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number}} \times 100$$

2. Classifying the students score by using percentage as cited below:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency of respondent

N = Total number of the sample.[47]

3. To understand the level of the students' score the following classification were used.

- The score 96 – 100 is classified as excellent
- The score 86 – 95 is classified as very good
- The score 76 – 85 is classified as good
- The score 66 – 75 is classified as average
- The score 56 – 65 is classified as poor
- The score 0 – 35 is classified as very poor.[48]

4. Calculating the mean score, standard deviation, frequency table and test between vocabulary achievements of the experimental t by using SPSS 20.

[47] Gay, *Educational Research Competencies for Analysis and Application*, Florida: International University, 1981, p. 292

[48] Suharsimi Arikunto. Prosedur penelitian: suatu Pendekatan Praktis, (Jakarta: Rineka Cipta, 1998), p.185

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of two part, the first is the findings and the second part is discussions. The findings deal with the result of data analysis and the discussion deals with explanation of the findings.

A. Findings

The findings of the research showed the result of the data that had been analyzed statically and tabulated the data. It compares classification percentage of the students score in pretest and posttest, the mean score and standard deviation of the students' pretest and posttest.

1. The Analysis Students' Vocabulary Score in Pretest

In this section, the researcher shows the complete of the students' pretest. The researcher calculated the data by using SPSS 20 Program. For more clearly, at first the researcher shows table of students' score in Pretest. It was tabulated by following table:

Table 4.1

Table score of students' correct answer in Pretest

RESPONDENT	SCORE
R1	50
R2	40
R3	73
R4	57
R5	33
R6	47
R7	53
R8	53
R9	30
R10	70
R11	57
R12	43
R13	50
R14	80
R15	33
R16	60
R17	83
R18	20

From the table 4.1 it showed that the highest correct answer of the students was 83 and one student got it, the lowest correct answer was 20 and one student got it. To find out the mean score of students' in pretest, the researcher calculated by using SPSS 20. The result can be presented in the table of descriptive statistic as follows:

Table 4.2

The Mean Score of The Students in Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	18	20	83	51,78	17,343
Valid N (listwise)	18				

From the table 4.2, it shows that the highest score of students was 83 and the lowest score was 20. Besides, it also indicates that the mean score of the students' accuracy in pre-test is 51.78 and the standard deviation error is 17.343.

In other side, the researcher also has written the students' scoring classification of the frequency and percentages of the students result score in pretest. It can be seen by the following table:

Table 4.3

Rate Percentage of Students' Scoring in Pretest

No	Classification	Score	Pretest	
			Frequency	Percentage
1	Excellent	96 – 100		
2	Very Good	86 – 95		
3	Good	76 – 85	2	11%
4	Average	66 – 75	2	11%
5	Fair	56 – 65	3	17%
6	Poor	36 – 55	7	39%
7	Very Poor	0 – 35	4	22%
	Total		**18**	**100%**

Based on the table 4.1, the researcher found that there were 2 respondents (11%) classified as good, 2 respondents (11%) classified as average, 3 respondents (17%) classified as fair, 7 respondents (39%) classified as poor and 4 respondents (22%) classified as very poor. And there where not students got Excellent and very good score. It means that most of the students had low level of vocabulary.

2. The Analysis Students' Vocabulary Score in Posttest

In this section, the researcher shows table score of students' correct answer in Posttest, the rate percentage of students' vocabulary score in posttest, the mean score and standard deviation of students. The researcher presented them in the table and calculated the scores by using SPSS 20. For more clearly, at first the researcher shows table score of students' correct answer in Posttest. It is tabulated by following table:

Table 4.4

Table score of students' correct answer in Posttest

RESPONDENT	SCORE
R1	100
R2	97
R3	97
R4	100
R5	90
R6	90
R7	97
R8	97
R9	83
R10	93
R11	100

R12	93
R13	90
R14	100
R15	73
R16	93
R17	90
R18	70

From the table 4.4 it showed that the highest correct answer of the students was 100 and four students got it, the lowest correct answer was 70 and one student got it. To find out the mean score of students' in posttest, the researcher calculated by using SPSS 20. The result can be presented in the table of descriptive statistic as follows:

Table 4.5
The Mean Score of Students' Correct Answer in Posttest
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	18	70	100	91,83	8,746
Valid N (Listwise)	18				

From the table 4.4, it shows that the highest score of students was 100 and the lowest score is 70. Besides, it also indicates that the mean score of the students' accuracy in post-test was 91,83 and the standard deviation error was 8,746

In other side, the researcher also has written the students' scoring classification of the frequency and percentages of the students result score in posttest. It can be seen by the following table:

Table 4.6

Rate Percentage of Students' Scoring in Posttest

| No | Classification | Score | Posttest | |
			Frequency	Percentage
1	Excellent	96 – 100	8	44%
2	Very Good	86 – 95	7	39%
3	Good	76 – 85	1	6%
4	Average	66 – 75	2	11%
5	Fair	56 – 65		
6	Poor	36 – 55		
7	Very Poor	0 – 35		
	Total		**18**	**100%**

Based on the table, the researcher found that there were 8 respondents (44%) classified as excellent, 7 respondents (39%) classified as very good, 1 respondent

(6%) classified as good, and 2 respondents (11%) classified average. And there were not students classified as fair, poor and very poor. So, it means that most of the students had good vocabulary score.

Besides, the researcher also would present the total mean score and standard deviations of in pretest and then compare both of them. The result would be presented into the table descriptive statistic as follow:

Table 4.7

The Paired Sample Statistic of Pretest and Posttest

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair-1	Pretest	51,78	18	17,343	4,088
	Posttest	91,83	18	8,746	2,062

The table 4.5 indicates that the standard deviation in pretest were 17,343 and in posttest were 8,746. It also shows that the mean score of the student in pretest were 51,78 and the mean score of the students in posttest were 91,83. The result of the table above shows that the mean score of students in posttest was higher than the

mean score of the students in pretest. It concludes that word wall media improve students' vocabulary.

Table 4.8

Paired Samples Test

	Paired Differences							
	Mean	Std. deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pretest Posttest	-40,056	13,696	3,228	-46,866	-33,245	-12,408	17	,000

Assuming that the level of significance (α) = 0,05, the only thing which is needed. The degree of freedom (df) = N-1, Where df = 17, than the t-test is presented in the following table:

Table 4.9

The Probability Value of T-Test of The Students Achievement

Variable	P-Value	(α)
X2-X1	0,00	0,05

The table above indicates that the result of statistical analysis for level of significance 0.05 with degree of freedom (df) = N-1.

Hypothesis Testing

From the analysis, the researcher concluded that there was a significant difference between pre-test and post-test in teaching students' vocabulary ability by using word wall media.

The result of statistical analysis for level of significance 0.05 with degree of freedom (df) = N-1, where (N) = 18, df = 17. The probability value was smaller than α (0,00<0,05). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that using word wall media can improve students' vocabulary.

B. Discussion

The result of the data analysis above shows that word wall media improves students' vocabulary. It can be seen on the table before and after giving treatment.

In pretest, the researcher asked the students to answer vocabulary test that consist of 30 questions with 3 different types of question. There are fill in the blank, multiple choice, and translate the words. From the result of the vocabulary test showed that there were none students classified as excellent and very good. The number of students taken as a sample got good score were 2 (11%), students got average score were 2 (11%), students got fair score were 3 (17%), students got poor score were 7 (39%), and students got very poor score were 4 (22%). This is because students' vocabulary still low. The highest score is 83 and the lowest is 20.

After giving pretest, the researcher gave treatment during three meetings. The treatment was given about teaching vocabulary through word wall media. There were three themes that has given to the students. There are days of the week, month of the year, and degree of time. In each meeting, the researcher gave explanation about the material. The materials were about days of the week, month of the year, and degree of time. Then, the students repeated the vocabulary that has given by the researcher. Next, the researcher applied the word wall media. The researcher asked the students to came forward one by one to practice mentioning the vocabulary. The last, the researcher asked the students to memorized the vocabulary and practice more.

In posttest, the researcher gave different questions but same of question types of vocabulary test at the pretest. In this section shows that word wall media has effect in improving vocabulary. It means that after giving treatment by using word wall

media, the students' ability in mastering vocabulary is better than before treatment where after the treatment, the highest score that students got was 100 and the lowest score was 70.

Based on data analysis the mean score of the student in pretest were 51,78 and the mean score of the students in posttest were 91,83. It shows that the mean score of students in posttest was higher than the mean score of the students in pretest.

From the analysis above, the researcher concluded that there was a significant difference between pretest and posttest in teaching students' vocabulary ability by using word wall media.

The result of statistical analysis for level of significance 0.05 with degree of freedom (df) = N-1, where (N) = 18, df = 17. The probability value was smaller than α (0,00<0,05). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that word wall media is effective in increasing vocabulary. This finding are in line with Amelia Arifin[49] and Nur Aeni Kasim[50] who found that word wall media can improve students' vocabulary achievement.

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[49] Amelia Arifin, "*Improving Students' Vocabulary by Using Word Wall As A Media In TheSeventh Year of SMP Negeri 2 Suli*", (Palopo, 2011).

[50] Nur Aeni Kasim, "*Increasing the Students' Vocabulary Mastery by Using Word Wall Media*", (Makassar,

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion of the research, it can be concluded that the use of word wall media was effective in improving the students' vocabulary at the first grade of MTS Pesantren Putri Nurul Jadid Bua in the academic year 2018/2019. It is proved by mean score of the students' posttest (91,83), which is greater than mean score of the students' pretest (51,78). The result can be seen from sig. (2-tailed) is 0.00. It is lower than $\alpha = 0.05$ and it means that H0 is rejected and H1 is accepted.

Based on the result of data analysis, researcher concluded that there was significant influence of word wall media towards students' vocabulary mastery in the first grade of MTS Pesantren Putri Nurul Jadid Bua.

B. Suggestions

Based on the result of data analysis and conclusion, the researcher proposes some suggestion as follow:

1. For the teacher

   The researcher suggest to English teacher to implement word wall media. Because by using word wall media the students are easy to memorize the vocabulary

2. For the students

   Improving vocabulary by using word wall media makes students easy and fast to catch the lesson. Also, students should keep in mind that learning English is interesting.

3. For the researchers

   The researchers hopes that the next researcher can prepare everything as good as possible in conducting the research and can do the follow up of this

research. On the other hand, it is hoped that the next researcher can implement the method in teaching learning process by using better way.

Finally, the researcher realizes that this thesis is far from being perfect. Constructive critics and advise are really expected for the perfection of the future research. Hopefully, this thesis will be useful for the teachers and learners especially in improving vocabulary of English.

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Pre Test

Name :

Class :
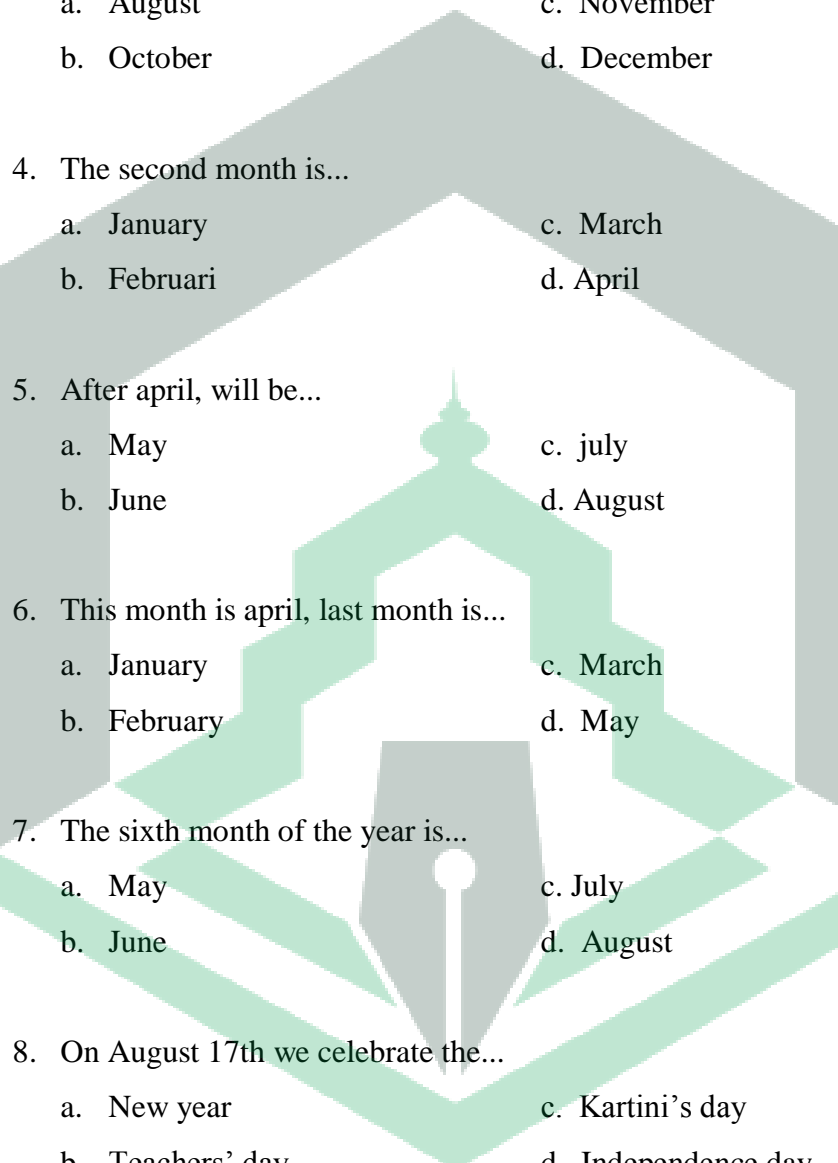
A. Fill in The Blank to Complete The Sentences Below

1. Today is Sunday. Tomorrow will be _____
2. After thursday is _____
3. What day is it? today is _____
4. Yesterday was Friday. Today is _____
5. Today is Saturday. Tomorrow will be _____
6. The day before Saturday is _____
7. Wednesday, _____, Friday.
8. Today is Saturday, yesterday was _____
9. The day after Monday will be _____
10. _____, Thursday, Friday.

Tuesday   Sunday   Wednesday

Monday   Friday   Thursday

Saturday

B. Choose the correct answer by crossing (X) a,b,c, or d

1. The first month is...
   a. January   c. March
   b. February   d. April

2. How many months in a year?

    a. Seven months   c. Twelve months

    b. Ten months   d. Twenty four months

3. This month is September. The next month is...

    a. August   c. November

    b. October   d. December

4. The second month is...

    a. January   c. March

    b. Februari   d. April

5. After april, will be...

    a. May   c. july

    b. June   d. August

6. This month is april, last month is...

    a. January   c. March

    b. February   d. May

7. The sixth month of the year is...

    a. May   c. July

    b. June   d. August

8. On August 17th we celebrate the...

    a. New year   c. Kartini's day

    b. Teachers' day   d. Independence day

9. The third month is...

    a. January   c. March

b. February   d. April

10. The last month is...

 a. September   c. November

 b. October   d. December

C. Translate The Words Below

1	A second	
2	A minute	
3	An hour	
4	One o'clock	
5	A day	
6	A night	
7	A week	
8	A month	
9	A year	
10	A century	

Post Test

Name :

Class :

A. Fill in The Blank to Complete The Sentences Below

1. Today is wednesday. Tomorrow will be _____
2. Thursday, _____, saturday.
3. What day is it? today is _____
4. Today is Saturday, yesterday was _____
5. Yesterday was Friday. Today is _____
6. _____, Thursday, Friday.
7. Today is Saturday. Tomorrow will be _____
8. After thursday is _____
9. The day before Sunday is _____
10. The day after Tuesday will be _____

Tuesday   Sunday   Wednesday

Monday   Friday   Thursday

Saturday

B. Choose the correct answer by crossing (X) a,b,c, or d

1. The first month is...
   a. January
   b. February
   c. March
   d. April

2. The fifth month is...
   a. May
   b. June
   c. July
   d. August

3. This month is November. The next month is...
   a. August
   b. September
   c. October
   d. December

4. The last month is...
   a. September
   b. October
   c. November
   d. December

5. This month is February, last month is...
   a. January
   b. March
   c. April
   d. May

6. The second month is...
   a. January
   b. Februari
   c. March
   d. April

7. After april, will be...
   a. May
   b. June
   c. july
   d. August

8. How many months in a year?

   a. Seven months   c. Twelve months

   b. Ten months   d. Twenty four months

9. On April 21st we celebrate the...

   a. New year   c. Kartini's day

   b. Teachers' day   d. Independence day

10. The eleventh month is...

   a. September   c. November

   b. October   d. December

C. Translate The Words Below

1	A night	
2	A minute	
3	An hour	
4	One o'clock	
5	A year	
6	A second	
7	A century	
8	A month	

9	A day	
10	A week	

Satuan Pendidikan   : MTS Pesantren Putri Nurul Jadid Bua
Kelas / Semester   :   VII / 1
Mata Pelajaran   :   Bahasa Inggris
Alokasi Waktu   :

KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya

2.   Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR

3.3 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teksinteraksi, terintekrasional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait *day, month, and time*, waktu dalam bentuk angka, tanggal, dan tahun, sesuaidengan konteks penggunaanya.

4.3 Menyusun teks interaksi transaksional lisan dan tulisan sangat pendek dan sederhana yang melibatkan tindakan member dan menerima informasi terkait nama *day, month, and time*, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

INDIKATOR PENCAPAIAN KOMPETENSI

• Menjelaskan fungsi sosial teks

- Menggunakan unsur bahasa yang benar
- Menggunakan kosakata yang benar
- Mengucapkan kalimat dengan intonasi yang benar
- Berkomunikasi secara lisan untuk menggali dan memberikan informasi untuk menyatakan dan menanyakan nama hari, secara lancar, akurat dan berterima
- Berkomunikasi secara tertulis untuk memberikan informasi melalui teks fungsional pendek tentang nama hari, yang meliputi aspek originalitas,isi, organisasi, tatabahsa, kosa kata dan mekanika.

TUJUAN PEMBELAJARAN

Siswa terampil berkomunikasi secara lisan dan tertulis untuk menggali dan atau memberikan informasi melalui percakapan transaktional tentang nama hari, secara bersungguh sungguh, jujur, didiplin, percaya diri dengan menggunakan struktur teks yang runtut dan unsur kebahasaan yang benar.

MATERI PEMBELAJARAN

Teks lisan dan tulis menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.

Fungsi sosial

Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelola kehidupan manusia

Struktur teks

a. *What day is it today? It's Monday today.*

   It is Tuesday tomorrow. When do we have English?, dan semacamnya.

b. *What month is it?*
   What month is before July?
   After March is April.
   I was born in January, dan semacamnya

c. *in the morning, at noon, in the afternoon, in the evening, at night, at midnight*
d. *What time is it?*

What time do we have English on Tuesday? one to thirty, half past eight, a quarter to five, dan seterusnya

e. *What date is it?*

What date is the Kartini Day?

When were you born? the first, the second, the third, the fourth, the fifth, the twenty first dan seterusnya

f. *What year is it?*

When were you born? Nineteen ninety eight. Two thousand and three. dan semacamnya.

Unsur kebahasaan:
(1) Kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun
(2) Kata kerja dalam simple present tense: *be*, *have*.
(3) Kata tanya *What, When*
(4) Kata ganti *it dan* artikel *the*.
(5) *Cardinal number* dan *ordinal number*
(6) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi.

Topik

Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.

MODEL/METODE PEMBELAJARAN

1. Pendekatan   :   Scientific
2. Strategi   :   Observe – Practice
3. Metode   :   Inquiry/Experiencial

KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU

Pendahuluan	☞ Salam dan doa ☞ Memberikan motivasi kepada siswa ☞ Menyampaikan tujuan, manfaat pelajaran, dan kegiatan pembelajaran.	
Inti	**Mengamati** • Guru menyebutkan dan menjelaskan nama-nama hari • Siswa mendengarkan dan menyebut kembali nama-nama hari yang telah disebutkan oleh guru • Guru menempelkan nama-nama hari dalam bentuk media word wall • Guru mempersilahkan beberapa siswa untuk berlatih menyebutkan nama-nama hari didepan kelas • Guru memberikan tugas kepada siswa untuk menerapkan dan menghafal word wall vocabulary mengenai nama-nama hari **Mempertanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan kalimat menyebutkan dan menanyakan nama hari dan perbedaan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa menyebutkan dan menanyakan nama hari dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. • Siswa berusaha menyebutkan dan menanyakan nama hari, dalam bahasa Inggris dalam proses pembelajaran. **Mengasosiasi** ☞ Siswa membandingkan antara menyebutkan dan menanyakan nama hari dalam bahasa ibu atau bahasa Indonesia. **Mengomunikasikan** ☞ Siswa menyebutkan dan menanyakan nama hari,	

	dengan bahasa Inggris, di dalam dan di luar kelas.	
Penutup	☞ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi. ☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. ☞ Menyimpulkan materi pembelajaran ☞ Siswa diberi tugas berupa Pekerjaan Rumah.	

SUMBER/MEDIA PEMBELAJARAN

1. Sumber   : Dasar-Dasar Penguasaan Bahasa Inggris

2. Media   : Word Wall

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 2)

Satuan Pendidikan : MTS Pesantren Putri Nurul Jadid Bua
Kelas / Semester : VII / 1
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu :

KOMPETENSI INTI

5. Menghargai dan menghayati ajaran agama yang dianutnya

6. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

7. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

8. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR

3.3 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teksinteraksi, terintekrasional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait *day, month, and time*, waktu dalam bentuk angka, tanggal, dan tahun, sesuaidengan konteks penggunaanya.

4.4 Menyusun teks interaksi transaksional lisan dan tulisan sangat pendek dan sederhana yang melibatkan tindakan member dan menerima informasi terkait nama *day, month, and time*, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

INDIKATOR PENCAPAIAN KOMPETENSI

• Menjelaskan fungsi sosial teks

- Menggunakan unsur bahasa yang benar
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- Mengucapkan kalimat dengan intonasi yang benar
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Siswa terampil berkomunikasi secara lisan dan tertulis untuk menggali dan atau memberikan informasi melalui percakapan transaktional tentang nama hari, secara bersungguh sungguh, jujur, didiplin, percaya diri dengan menggunakan struktur teks yang runtut dan unsur kebahasaan yang benar.

MATERI PEMBELAJARAN

Teks lisan dan tulis menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.

Fungsi sosial

Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelola kehidupan manusia

Struktur teks

g. *What day is it today? It's Monday today.*

   It is Tuesday tomorrow. When do we have English?, dan semacamnya.

h. *What month is it?*
   What month is before July?
   After March is April.
   I was born in January, dan semacamnya

i. *in the morning, at noon, in the afternoon, in the evening, at night, at midnight*
j. *What time is it?*

What time do we have English on Tuesday? one to thirty, half past eight, a quarter to five, dan seterusnya

k. *What date is it?*

What date is the Kartini Day?

When were you born? the first, the second, the third, the fourth, the fifth, the twenty first dan seterusnya

l. *What year is it?*

When were you born? Nineteen ninety eight. Two thousand and three. dan semacamnya.

Unsur kebahasaan:
(7) Kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun
(8) Kata kerja dalam simple present tense: *be*, *have*.
(9) Kata tanya *What, When*
(10) Kata ganti *it dan* artikel *the*.
(11) *Cardinal number* dan *ordinal number*
(12) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi.

Topik
Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.

MODEL/METODE PEMBELAJARAN

4. Pendekatan : Scientific
5. Strategi : Observe – Practice
6. Metode : Inquiry/Experiencial

KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU

Pendahuluan	☞ Salam dan doa ☞ Memberikan motivasi kepada siswa ☞ Menyampaikan tujuan, manfaat pelajaran, dan kegiatan pembelajaran.	
Inti	Mengamati • Guru memeriksa hafalan siswa yang telah diberikan pada pertemuan sebelumnya • Guru menyebutkan dan menjelaskan nama-nama bulan • Siswa mendengarkan dan menyebut kembali nama-nama bulan yang telah disebutkan oleh guru • Guru menempelkan nama-nama bulan dalam bentuk media word wall • Guru mempersilahkan beberapa siswa untuk berlatih menyebutkan nama-nama bulan didepan kelas • Guru memberikan tugas kepada siswa untuk menerapkan dan menghafal word wall vocabulary mengenai nama-nama bulan Mempertanyakan • Dengan bimbingan dan arahan guru, siswa mempertanyakan kalimat menyebutkan dan menanyakan nama bulan dan perbedaan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. Mengeksplorasi • Siswa menyebutkan dan menanyakan nama bulan dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. • Siswa berusaha menyebutkan dan menanyakan nama bulan, dalam bahasa Inggris dalam proses pembelajaran. Mengasosiasi ☞ Siswa membandingkan antara menyebutkan dan menanyakan nama bulan dalam bahasa ibu atau bahasa Indonesia.	

	Mengomunikasikan ☞ Siswa menyebutkan dan menanyakan nama bulan, dengan bahasa Inggris, di dalam dan di luar kelas.	
Penutup	☞ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi. ☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. ☞ Menyimpulkan materi pembelajaran ☞ Siswa diberi tugas berupa Pekerjaan Rumah.	

SUMBER/MEDIA PEMBELAJARAN

3. Sumber   : Dasar-Dasar Penguasaan Bahasa Inggris

4. Media   : Word Wall
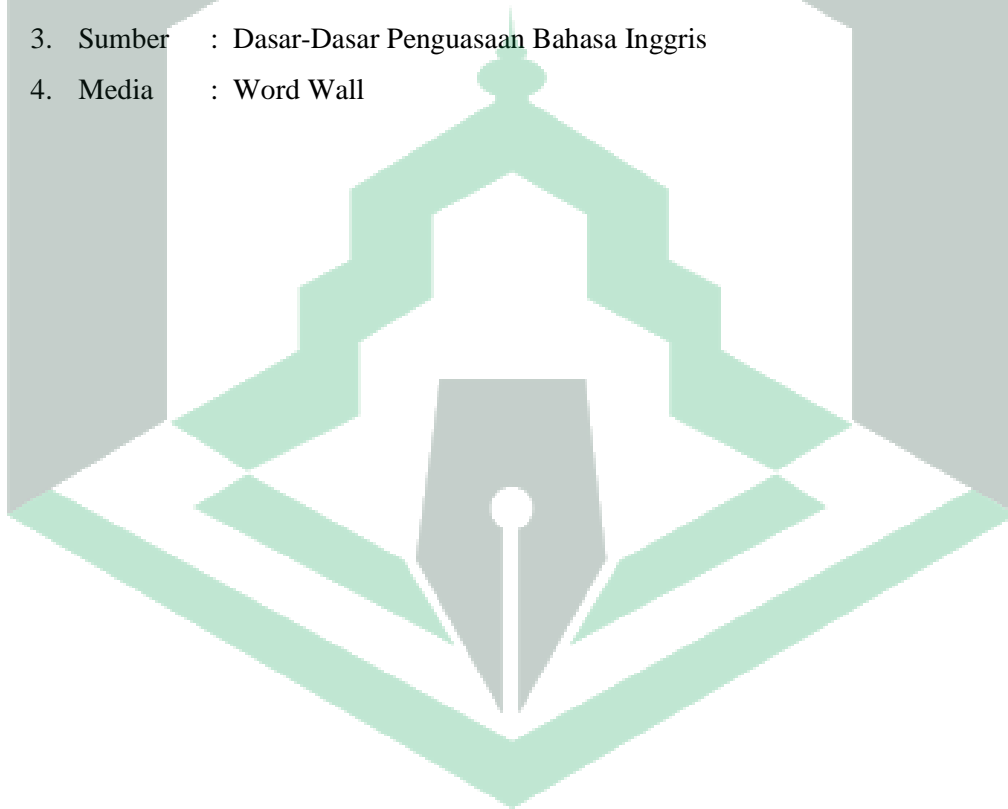
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 3)

Satuan Pendidikan : MTS Pesantren Putri Nurul Jadid Bua
Kelas / Semester : VII / 1
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu :

KOMPETENSI INTI

9. Menghargai dan menghayati ajaran agama yang dianutnya

10. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

11. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

12. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR

3.3 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teksinteraksi, terintekrasional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait *day, month, and time*, waktu dalam bentuk angka, tanggal, dan tahun, sesuaidengan konteks penggunaanya.

4.5 Menyusun teks interaksi transaksional lisan dan tulisan sangat pendek dan sederhana yang melibatkan tindakan member dan menerima informasi terkait nama *day, month, and time*, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

INDIKATOR PENCAPAIAN KOMPETENSI

• Menjelaskan fungsi sosial teks

- Menggunakan unsur bahasa yang benar
- Menggunakan kosakata yang benar
- Mengucapkan kalimat dengan intonasi yang benar
- Berkomunikasi secara lisan untuk menggali dan memberikan informasi untuk menyatakan dan menanyakan nama hari, secara lancar, akurat dan berterima
- Berkomunikasi secara tertulis untuk memberikan informasi melalui teks fungsional pendek tentang nama hari, yang meliputi aspek originalitas,isi, organisasi, tatabahsa, kosa kata dan mekanika.

TUJUAN PEMBELAJARAN

Siswa terampil berkomunikasi secara lisan dan tertulis untuk menggali dan atau memberikan informasi melalui percakapan transaktional tentang nama hari, secara bersungguh sungguh, jujur, didiplin, percaya diri dengan menggunakan struktur teks yang runtut dan unsur kebahasaan yang benar.

MATERI PEMBELAJARAN

Teks lisan dan tulis menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.

Fungsi sosial

Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelola kehidupan manusia

Struktur teks

m. *What day is it today? It's Monday today.*

   It is Tuesday tomorrow. When do we have English?, dan semacamnya.

n. *What month is it?*
   What month is before July?
   After March is April.
   I was born in January, dan semacamnya

o. *in the morning, at noon, in the afternoon, in the evening, at night, at midnight*

p. *What time is it?*

What time do we have English on Tuesday? one to thirty, half past eight, a quarter to five, dan seterusnya

q. *What date is it?*

What date is the Kartini Day?

When were you born? the first, the second, the third, the fourth, the fifth, the twenty first dan seterusnya

r. *What year is it?*

When were you born? Nineteen ninety eight. Two thousand and three. dan semacamnya.

Unsur kebahasaan:
  (13) Kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun
  (14) Kata kerja dalam simple present tense: *be*, *have*.
  (15) Kata tanya *What, When*
  (16) Kata ganti *it dan* artikel *the*.
  (17) *Cardinal number* dan *ordinal number*
  (18) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi.

Topik

Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.

MODEL/METODE PEMBELAJARAN

7. Pendekatan : Scientific
8. Strategi : Observe – Practice
9. Metode : Inquiry/Experiencial

KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU

Pendahuluan	☞ Salam dan doa ☞ Memberikan motivasi kepada siswa ☞ Menyampaikan tujuan, manfaat pelajaran, dan kegiatan pembelajaran.	
Inti	**Mengamati** • Guru memeriksa hafalan siswa yang telah diberikan pada pertemuan sebelumnya • Guru menyebutkan dan menjelaskan nama-nama waktu • Siswa mendengarkan dan menyebut kembali nama-nama waktu yang telah disebutkan oleh guru • Guru menempelkan nama-nama waktu dalam bentuk media word wall • Guru mempersilahkan beberapa siswa untuk berlatih menyebutkan nama-nama waktu didepan kelas • Guru memberikan tugas kepada siswa untuk menerapkan dan menghafal word wall vocabulary mengenai nama-nama waktu **Mempertanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan kalimat menyebutkan dan menanyakan nama waktu dan perbedaan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa menyebutkan dan menanyakan nama waktu dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. • Siswa berusaha menyebutkan dan menanyakan nama waktu, dalam bahasa Inggris dalam proses pembelajaran. **Mengasosiasi** ☞ Siswa membandingkan antara menyebutkan dan menanyakan nama waktu dalam bahasa ibu atau bahasa Indonesia.	

	Mengomunikasikan	
	☞ Siswa menyebutkan dan menanyakan nama waktu, dengan bahasa Inggris, di dalam dan di luar kelas.	
Penutup	☞ Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi. ☞ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. ☞ Menyimpulkan materi pembelajaran ☞ Siswa diberi tugas berupa Pekerjaan Rumah.	

SUMBER/MEDIA PEMBELAJARAN

5. Sumber : Dasar-Dasar Penguasaan Bahasa Inggris

6. Media : Word Wall
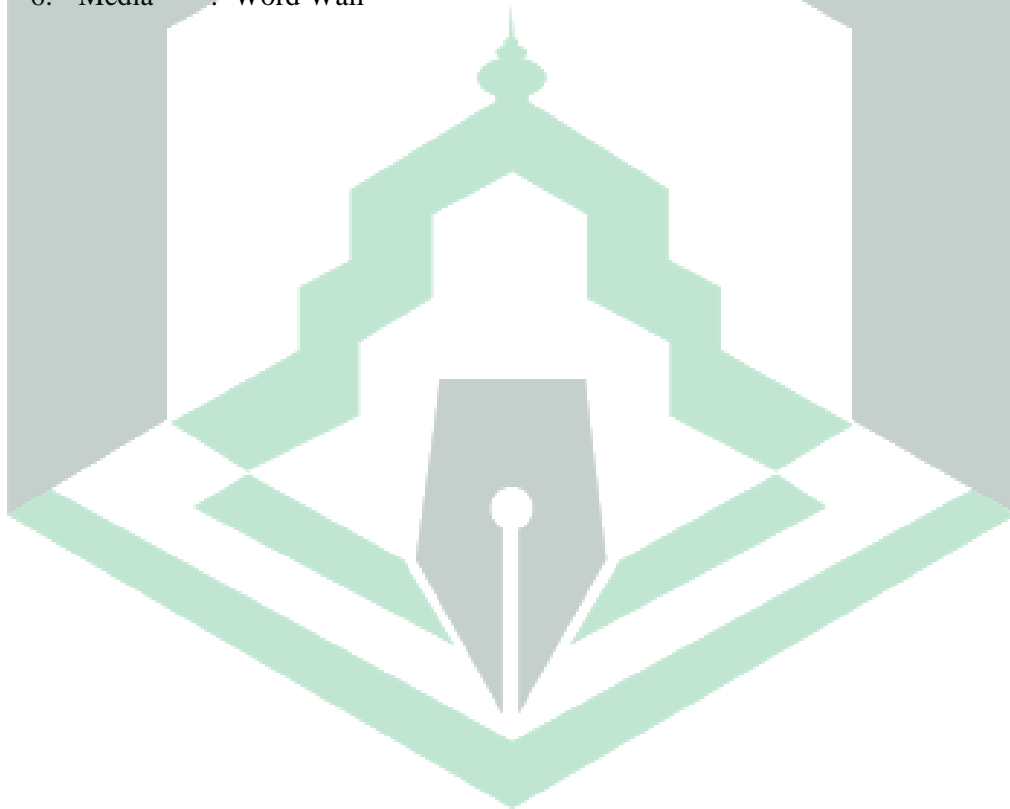
KEMENTRIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
PROGRAM MATRIKULASI
Jl. Agatis Telp. 0471-22076 Fax 0471-325195 Kota Palopo

SURAT KETERANGAN
Nomor: In.19/PP.00.9/ 687 /2018

Yang bertanda tangan di bawah ini Pengelola Program Matrikulasi IAIN Palopo, menerangkan dengan sebenarnya bahwa:

Nama : St. Aisyah

NIM : 14.16.3.0132

Jurusan : Tarbiyah / Bhs. Inggris. D

Tahun Akademik : 2017 / 2018.

Benar telah mengikuti secara aktif perkuliahan Program Matrikulasi IAIN Palopo dan telah mengikuti ujian serta dinyatakan lulus pada semua mata kuliah Program Matrikulasi semester 1 dan 2 Tahun Akademik 2014 / 2015.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Palopo, Desember 2018
Pengelola Program Matrikulasi

Mawardi, S.Ag., M.Pd.I.
NIP. 19680802 199703 1 001

SURAT KETERANGAN
Nomor`:MTs. 21.08/PP. 01.1/MTs. NJ/008/I/2019

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Nurul Jadid Bua, menerangkan bahwa :

N a m a	: St. Aisyah
Jenis Kelamin	: Perempuan
NIM	: 14.16.3.0132
Fakultas	: Tarbiyah
Jurusan	: Bahasa Inggris
Judul Skripsi	: " Improving Students' Vocabulary Through Word Wall Media at The First Grade of MTs. Nurul Jadid Bua"

Yang bersangkutan telah melakukan penelitian di MTs. Nurul Jadid Bua pada tanggal 18 Oktober 2018 s.d 18 November 2018.

Surat Keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Barowa, 19 Januari 2019
Kepala Madrasah

WIDYATI ROBIHATUN, S. Sy

FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS
JL Agatis Telp. 0471-22076 Fax. 0471- 325195 Kota Palopo
E-mail : stainplp@indosat.net.id

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan
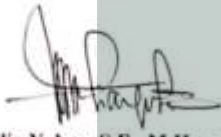
Nama	:	St Aisyah
Nim	:	14.16.3.0132
Program Studi	:	Tadris Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP	:	Jl Bitti / 082 347 965 698

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Palopo, 19 September 2018
Ketua Prodi
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Dr. Muhaemin, M.A
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Lampiran : -
Perihal : *Permohonan Surat Izin Penelitian*

Yth. Kepala BP3M Kab. Luwu

di –

Belopa

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama	:	St. Aisyah
NIM	:	14.16.3.0132
Program Studi	:	Tadris Bahasa Inggris
Semester	:	IX (Sembilan)
Tahun Akademik	:	2018/2019
Alamat	:	

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi SMP Pesantren Putri Nurul Jadid dengan judul: **"Improving Students' Vocabulary Through Word Wall Media at the Seventh Grade of SMP Pesantren Putri Nurul Jadid".** Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.
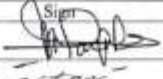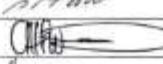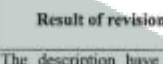
Wassalamu Alaikum Wr. Wb.

Dekan,

..haruddin, M.Pd.I.
.9701030 199903 1 003

Title of Thesis : The Use of Word Wall Media in Teaching Vocabulary at The Seventh Grade of MTS Pesantren Putri Nurul Jadid Bua

Name : St. Aisyah

Reg. Number : 14.16.3.01.432

Chairman of session : Amalia Yahya, S.E.,M.Hum.

		Name	Sign
Consultant I	:	Amalia Yahya, S.E., M.Hum	
Consultant II	:	Muh. Irfan Hasanuddin M.A	
Examiner I	:	Wahibah, S.Ag., M.Hum	
Examiner II	:	Akbar, S.Pd.I., M.Ed	

Number	Examiners/Consultant	Suggestions	Page before revision	Result of revision	Page after revision	Done /not done
1	Wahibah, S.Ag.,M.Hum	• Give description about the pictures in documentation	Appendix	The description have been added	Appendix	Done
		• Paragraphing problem	25,31,32	The paragraph has corrected	25,33,34	Done
		• Bibliography need to be revised	46-48	Bibliography has revised	50-52	Done
2	Akbar, S.Pd.I.,M.Ed	• Scope of the research need	5	Scope of the research has	5	Done

			to be revised		revised		
		•	Treatment need to be revised	31-32	Treatment has revised	33-34	Done
		•	Added the table score of students correct answer in pretest and postest	-	The table has added	37&40	Done
3	Amaliya Yahya, SE.,M.Hum	•	Tittle need to be revised	Cover	The title has revised	Cover	Done

Documentations

1. Giving Pretest

a. The researcher gave the test

b. The students answer the test

2. Giving Treatment
   a. The researcher explained the words

   b. the researcher checked the students' vocabulary

3. Giving Posttest
   a. The researcher gave the test
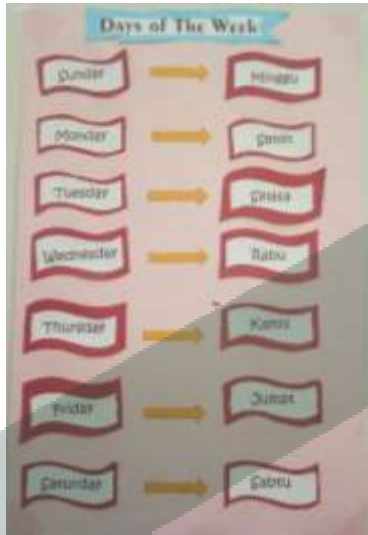
b. The students answer the test

4. The researcher with the students of class VII B, MTS Pesantren Putri Nurul Jadid

5. Word Wall Media

a. Days of the Week

b. Month of the Year

c. Degree of Time