

**IMPROVING STUDENTS' VOCABULARY THROUGH WORD WALL
MEDIA AT THE ELEVENTH GRADE OF VOCATIONAL HIGH
SCHOOL NUMBER 1 PALOPO**



IAIN PALOPO

A THESIS

*Submitted to the English Education Program of Tarbiyah and Teachers
Training Faculty of State Islamic Institute of Palopo as Partial Fulfillment of
Requirements for S.Pd Degree in English Education*

DEWI SUPRABA

15 0202 0097

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2019

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By:

DEWI SUPRABA

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- 1. Amalia Yahya, SE., M.Hum**
- 2. Andi Tenrisanna Syam, S.Pd., M.Pd**

**ENGLISH STUDY PROGRAM
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STATE ISLAMIC INSTITUTE OF PALOPO**

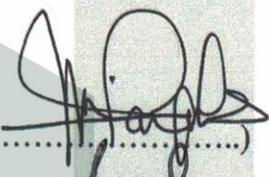
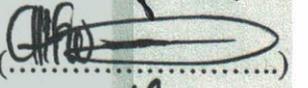
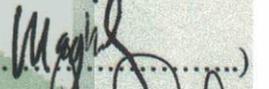
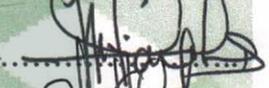
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THESIS APPROVAL

This thesis, entitled “Improving Students’ Vocabulary Through Word Wall Media at the Eleventh Grade of Vocational High School Number 1 Palopo ” written by Dewi Supraba, Reg. Number 15.02.02.0097, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Friday September 06th 2019 M, coincided with Muharram 7th 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, September 06th, 2019 M
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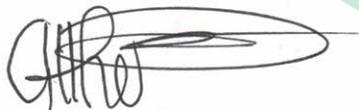
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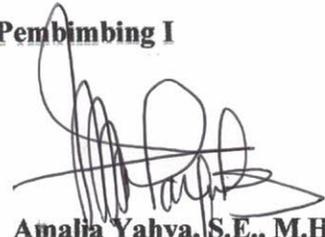
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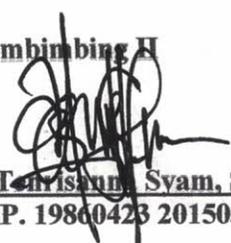
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Palopo, 21th August 2019

The Researcher

Dewi Supraba
15 0202 0097

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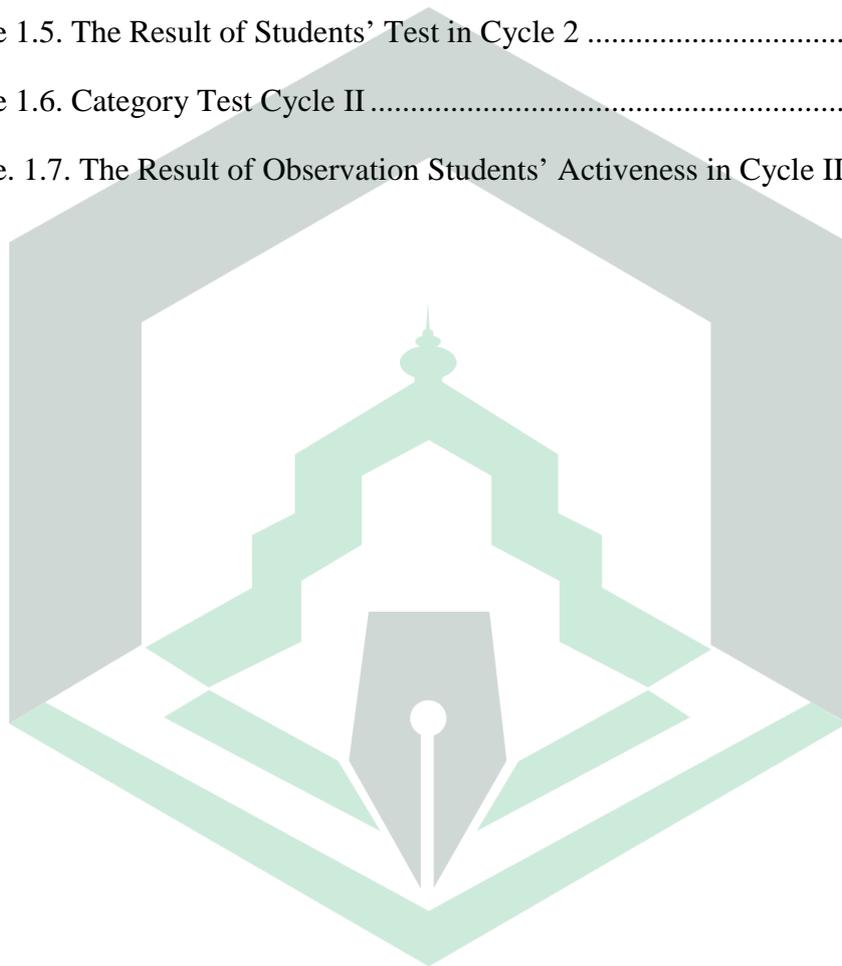
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ABSTRACT

Dewi Supraba, 2019. Improving Students' Vocabulary Through Word Wall Media at the Eleventh Grade of Vocational High School Number 1 Palopo. Thesis Tarbiyah Department. Consultant (1) Amaliyah Yahya, S.E., M.Hum. (2) Andi Tenrisanna Syam, S.Pd.,M.Hum.

Key Word: Improve Vocabulary, Word Wall Media.

The researcher focused on the use of Word Wall Media to improve students' vocabulary of the eleventh grade at Vocational High School Number 1 Palopo. The research question of this research was; "did the use word wall media improve students' vocabulary at the eleventh grade of Vocational High School Number 1 Palopo. The main objective of the research to find out whether word wall defectively the students' vocabulary effective in improving students' vocabulary at the eleventh grade of Vocational High School Number 1 Palopo

This research used Classroom Action Research (CAR). The subject of the research was XI Accountancy 1 and the total of them was 30. This research used two cycles namely cycle I and cycle II and every cycle had four steps namely planning, implementing, observing and reflecting.

The observation was analyzed qualitatively, the test was analyzed quantitatively. In cycle I the students mean score was 69.63, while mean score of the students' in cycle II was 82.97. It can be concluded that the word wall media improved the students' ability in vocabulary students learning outcomes improve. The appropriate ways in teaching vocabulary by using word wall media were: (1) The researcher divided the students in five groups, Each group consisted of six students (2)The researcher gave instruction to students how to play word wall media (3) After that, the researcher directed all groups in front of the class (4) And then, the researcher gave instruction to the all of students to start the word wall media (5) After the media finish, researcher asked representatives from each group to describe the results as to whether they are right or wrong (6) Researcher and students concluded the material.

CHAPTER I

INTRODUCTION

A. Background

Language is a tool of communication with other people. Language is a tool to convey our idea to get our goal. Language will function in use if we can improve our vocabulary. Therefore, the students must attempt to increase their vocabulary.¹ Based on the assumption the researcher agrees with this statement. That vocabulary is important to learn by student and to construct or organize our idea in the sentences and sentences that we produce are built by vocabulary.

Vocabulary also is part of language learning that need continuing growth and development by both native and nonnative speakers after grammar and pronunciation. Learning vocabulary as a foreign language seems easy but some students seem difficult to memorize. The students also seem that study English make them bored in learning it in the class. Beside that the teacher teaches vocabulary by repeating the word and uses the same strategy in every meeting. So, it makes student bored and are not interested to follow vocabulary class. Without having enough vocabulary, students will have difficulties to know the meaning of what they listen and read as well as to express their aim in communication. On the other hand, if they have a lot of vocabulary, they can expand their ability in English since a great number of words are needed for the real language use.

¹ Henry Guntur Tarigan, “*pengajaran kosakata*” (Bandung: Angkatan, 1985.), p.14.

Harmer (2008) cited in Wahyunengsih,(2011; 185) states that vocabulary is the art of the language teacher themselves. Students need know the words in context to see how they are used in process of communication. Vocabulary is very important a language, when we learn a language like English, we learn the words of 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 language teaching, students must continually learn vocabulary as they learn structure.

As a result of using media, the students are highly motivated by the variations of media that are used by the teacher. They actually learn vocabulary without any burden. One of the media that can be used to teach vocabulary is Word Wall. A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. There are words printed in a large font so that they are easily visible from all students seating areas. The advantages media is they will learn vocabulary by what they hear and read, sure the students unsuspected also learning listening and reading from the teacher teach. They also enjoy it from the word that the teacher brings to make sentences.

Based on the observation, the researcher found that the students' cannot master English, and also many students unlike this lesson because it's hard to be understand. Therefore, in this research the researcher wants to improve the students' ability vocabulary, such as using media of learning very young attract the attention of the students' in learning.

Word walls is just that a wall dedicated to display high frequency words (these could be sight words or words that are used a lot in your class) that are important for your students to know and use. In early elementary classrooms, these are words that children are learning to read and write. In upper grade classrooms these can be words related to concepts and topics that students are learning about.

Besides that, the main purpose of a word wall is to help students build sight word recognition so they can recognize them at glance. In addition, word walls are also a visual that help students remember connections between words, retain knowledge of the word, and ultimately read them with automaticity. Furthermore, word wall is influential to master of the English vocabulary proficiency of students, where media word wall is designed to enhance learning and group activities can also involve the students in the creation and activity of its use. By using the word wall it is expected that the students will increase their English vocabulary comprehension without depend on the use of a dictionary or meaning of the word given by the teacher.

This media can be applied to the students at Vocation High School to improve their ability in vocabulary through word wall media. Accepting English lessons, they also rarely pay attention to their teachers when subjects are being described.

Based on explanation above, the researcher is interested to conduct the research about improving the students' vocabulary through word wall media at the eleventh grade of Vocational High School Number 1 Palopo.

B. Research Question

Does word wall media improve significantly the students' vocabulary at the eleventh grade of Vocational High School Number 1 Palopo ?

C. Objective of the Research

This study is aimed at developing teaching strategy the main objective of the research to find out whether word wall effective the students' vocabulary in improving students' vocabulary at the eleventh grade of Vocational High School Number 1 Palopo.

D. The Significance of the Research

The result of this research is hoped be useful for:

1. The English Teacher

As another alternative to assist the improvement of students vocabularies as well as the learning process approach.

2. The Students

As a trigger to improve the understanding of the concept as well as the procedure can be used as a means of developing and supporting other hidden intelligence.

3. The Future Research

This research can be used as a reference. Therefore, this research would be refined by another research.

E. Scope of the Research

In this case, the researcher focuses to improve the students' ability in vocabulary through word wall media at the eleventh grade of Vocational High School Number 1 Palopo. In addition to the researcher targeted 40 vocabularies and to be mastered by the students' and this research discussed 20 vocabularies about noun, and 20 vocabularies about verb.

F. Operational Definition of Terms

The definition key term based on the title of the research as follows:

1. Vocabulary

According to Hornby (1995), vocabulary is a total number of words known on a person or used in particular book, subject, etc.² Vocabulary is all the words known to a person or used meaning, especially one that accompanies a text book in a foreign language, and the comparison vocabulary is a group of better allied to one another so the becomes the words have a meaning.³

² As Hornby, *OXFORD advanced Learner's Dictionary*, (Oxford University Press, 1995), p. 1331.

³ *Oxford Learner's Pocket Dictionary*, (Oxford University Press), p. 482

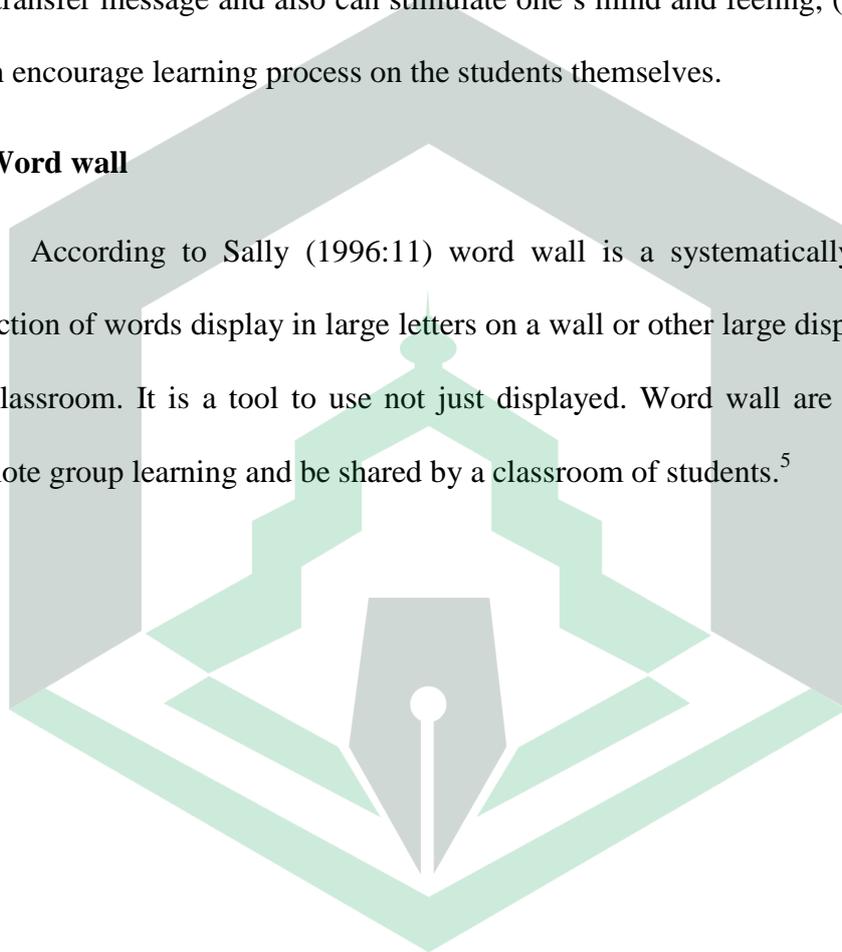
2. Media

Media are something which could give message and stimulated the brain of the students', their feeling and desired so in learning process the use of media.⁴

From the definition above, the researcher can conclude that media are a tool transfer message and also can stimulate one's mind and feeling, (students) so it can encourage learning process on the students themselves.

3. Word wall

According to Sally (1996:11) word wall is a systematically organized collection 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. Word wall are designed to promote group learning and be shared by a classroom of students.⁵



⁴ Asnawir and Usman, *Media Pembelajaran*, (Cet. 1 ; Jakarta: Ciputat Pers, 2002), p. 11

⁵ <http://www.teachingfirst.net/wordwall.htm>

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

The researcher takes some reviews of related literature from other thesis some research have conducted research on the use of variation techniques in teaching English, English vocabulary. The results of the research are:

Nurcahyani (2016), *The Effectiveness Of Using Word Wall Media Toward Students Vocabulary Mastery Of Eight Grade In Mts Negeri Bandung* this research is experimental design with quantitative approach. In this study the research design used by the researcher is pre-experimental design in the form of one group pre-test and post test. The population of this study was all students of eight grade students of MTs Negeri Bandung. The sample of VIII-I class of MTs Negeri Bandung which consisted of 46 students. The instrument used in this research was vocabulary test (pre-test and post-test). The difference of this research with the research of Nurcahyani's Research was experimental and this research used the classroom action research but we are using the same media both of the researchers used the same media.⁶

Istianto (2013), *Improving Students Vocabulary Mastery through Word Wall* aimed to find out whether there is a significant improvement of students' vocabulary achievement after being taught word wall. This research was conducted using one group pre-test post-test design and which analyzed by using

⁶ Nurcahyani. *The Effectiveness of using Word Wall Media toward Students Vocabulary Master of Eight grade in MTS Negeri Bandung*. 2016.

t-test. The subject of there was research students of IVB of SDIT Wahdatul Ummah. The result of the test showed that there was an improvement of pre test and post test. The difference of this research with the research of Istianto was he research used experimental method while this research used CAR.⁷

Septiani (2017), *The Effectiveness of Word Wall Media towards Students' At Mts N Tunggangri* this research design in this research is quasi-experimental using quantitative approach. Moreover, the population of this research was all students of seventh grade students at MTS N Tunggangri and the sample was VII E class consisting of 40 students as the experimental group and VII F class consisting of 42 students as the control group in addition, the research instrument was test, pre-test and post-test. The difference of this research with the research of Septiani is the location of the research where this research is Vocational High School. And research of Septiani was conducted in MTS.⁸

B. Some Pertinent Ideas

1. Definition of Vocabulary

Vocabulary refers to knowledge of words, word meaning and how to use words effectively to communicate. It is an essential part of the language. By having many vocabularies, someone will easy to communicate with other people. If he/she only has little vocabularies, he/she will confuse to say or may difficult to understand what other people say. Vocabulary is the one of component to fluent the learner to learning English because influence in four

⁷ Ridho Istianto. *Improving Students Vocabulary Mastery through Word Wall Media at SDIT Wahdatul Ummah*.2016.

⁸ Navi Septiani. *The Effectiveness of Word Wall Media towards Students' Vocabulary Mastery of Seventh Grade Students at MTS N Tunggangri*. 2017

of skills. In learning, one of the language components that should be acquired by learners is vocabulary. It is the element that connects the four English skills which are speaking, listening, reading and writing (Ruth and Redma, 1986: 64-65). Learning language, need vocabularies to become the learner fluent and clear communicate with other.

Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speaker, using the language in different context, reading or watching television. Research on vocabulary in recent year has done a great deal to clarify the levels the vocabulary learning learners need to achieve in order to read both simplified and un simplified materials and to process different kinds of oral and written text, as well as the kinds of strategies learners use in understanding, using and remembering words.⁹

Harmer states that vocabulary was seen as incidental to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students

⁹ David Nunan, *National Centre For English Language Teaching and Research*, (Macquarie university, Sydney, 1981).

something to hang on to when learning structure, but was frequently not a main focus for learning itself.¹⁰

In place of teaching vocabulary consciously, such as through long lists of word and their definitions, vocabulary is presented in unplanned teaching or in impromptu moment. In this case, the discussion on the meaning of words takes place merely when teachers and/or students find some words deserving attention (Kwelju, 1997).

From the opinions above, we can conclude that vocabulary is a listing of all words that are taught in the foreign language. Vocabulary refers to the words we must understand to communicate effectively.

To get a better result in the teaching of vocabulary, the teacher must consider certain principle of vocabulary development. In general, the goals of the vocabulary component of a course will be to increase learner usable vocabulary size and to help learners gain effective control of a range of a vocabulary learning and coping strategies (Nation, 2001: 380).

2. Kinds of Vocabulary

Vocabulary is knowledge of words and word meaning. Usually, the words have meaning in relation to other words. According to Harmer (1991:156) that the first to realize about vocabulary items is that frequently have more than one meaning. Besides, there are two kinds of vocabulary:

¹⁰ Jeremy Harmer, the *Practice of English Language Teaching a New Edition*, (New York: Longman Publishing, 1992), p. 154.

- 1) High frequency vocabulary is one of vocabulary which is often used by the speakers.
- 2) Low frequency is one of vocabulary which is rarely used by the speaker, usually called difficult vocabulary because the vocabulary is unfamiliar to the listeners.

3. Teaching Vocabulary

Vocabulary is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language, language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language (Finochiaro, 1974:38)

(Nunan 1999:103). From this perspective, teaching is viewed as driven by teacher's attempts to integrate theory and practice. Teacher-education programs give teachers grounding in academic theory and research, which they test out against the practical realities of teaching.

Many people say that “Teaching English to Young Learners is full of fun. The teaching process will be more fun if the teacher has competency to develop his/her own ways or techniques according to his/her need, the situation, and the classroom condition. The teacher must always more active to make his/her students interest.

4. Types of Vocabulary

In generally, the vocabulary we know can be divided into two group passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but which we do not use (or cannot remember) in our own writing and speaking. Active vocabulary is all the words you understand, plus all the words that we can use ourselves. Our active vocabulary, in English and your own language, is probably much smaller than our passive vocabulary.

In leaning vocabulary there some types that always used by learners as follows:

a. Reading vocabulary

A person’s reading vocabulary is all the words he or she can recognize when they reading. This is large type of vocabulary simply because it included the other.

b. Listening vocabulary

A person's reading vocabulary is all the words he or she can recognize when they listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

A person's reading vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person's reading vocabulary is all the words he or she can use speech. This misuse-though slight and unintentional-may be compensated by facial expression, tone of voice, or hand gestures.¹¹

Vocabulary is necessary to give students something to hang on to when learning any kinds of subject. Vocabulary also have many classifications as suggested by some experts, namely:

Good in Harmer, divides vocabulary into four kind, they are:

a. Oral Vocabulary

The oral vocabulary is refers to words that a person employs them in expressing ideas orally and actively. It is consisting of word actively

¹¹Andi Irva Sari Nyiwi, *Improving English Students' Vocabulary Through Bilingual Comic at SMP 9 Palopo*, (PALOPO : STAIN Palopo 2013),

used in speech used that comes readily to tongue of the one's conversation.

b. Writing Vocabulary

The writing vocabulary refers to words commonly used in writing, it is stock of words that come readily to one's finger vocabulary in common in writing.

c. Listening Vocabulary

The listening vocabulary refers to a person can understand when they are heard.

d. Reading Vocabulary

The reading vocabulary refers to someone can recognize them when in written form.¹²

Harmer (1991), divides two types of vocabulary, they are:

a. Active Vocabulary

Active vocabulary refers to vocabulary that has been learned by the students and can be used in speaking and writing. They are expected to be able to use it.

b. Passive Vocabulary

Passive vocabulary refers to words which student will recognize when they met them, but they probably not be able to produce.¹³

¹²Harmer.op.cit.,p.10

¹³*ibid.*, p.159

According to Hariyono (2002) that in English Grammar there are eight types of word as element of sentence, namely: noun, adjective, verb, pronoun, adverb, preposition, conjunction, and interjection.¹⁴ In this case, the researcher only discusses about noun, verb, adjective, based on the scope of the problem before.

a. Noun

According to Frank (1972) in his book, the noun is one of the most important part of speech. Its arrangement with the verb help to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or “head” word in many structures of monification.¹⁵ Hariyono (2002) states that noun is word that used to show the name of people, place, animal, or the name of the things.¹⁶ While Mas’ud (2005) states that noun is word that show people, thing, place, plan, animal, idea etcetera.¹⁷

There are five kinds of noun, they are :

1. Abstract nouns

Abstract noun is noun that cannot be groped with the five sentences.

¹⁴ Rudy Hariyono, *Complete English Grammar, (Cet.1; Surabaya: Gitamedia Press,2002)*,

¹⁵ Marcella Frank, *Modern English A Practical Reference Guide* (Prentice-Hall, Inc. Englishwood Cliffs, New Jersey, 1972), P.6

¹⁶ Rudy Hariyono, *Complete English Grammar, 2002.p. 11*

¹⁷ Fuad Mas’ud, *Essentials Of English Grammar, (3thEd,:Yogyakarta:BPFE,2005)*, P.44

Example: ability, address, enemy, holiday, neighbor, party, place, sentence, song, support, theory, time, title, voice, wedding.¹⁸

2. Common noun is noun that show type, class from things, place etcetera.

Example: basket, bell book bowl broom, chair, comb, eraser, flag, knife, magazine, table, towel, tree, umbrella, window.¹⁹

3. Proper noun is the name of people, place etcetera special for just it.

Proper nouns always use capital letter.

Example: boy, captain, dentist, government, king, lawyer, visitor, bathroom, castle, classroom, harbour, jail, restaurant, village²⁰

4. Collective noun is name of group or corps that assumed as one unit or gathering a number of its member.

Example: a team, a convoy, a committee, a troop, etc.

5. Material noun is name that show noun where it happened namely it does not make from people

Example: gold, water, grass, fish, blood, sand, wood, time, air, cloud, rain, land, mountain, ocean, forest, leaf.²¹

b. Adjective

Adjective is the word that used to give characteristic of a thing.²² It is put before noun. There are eight kinds of adjective, they are:

- 1.) Descriptive Adjective

¹⁸Fuad Mas'ud, *Essentials Of English Grammar*, (3thEd.,Yogyakarta:BPFE,2005), P.91

¹⁹Fuad Mas'ud, *Essentials Of English Grammar*, (3thEd.,Yogyakarta:BPFE,2005), P.70

²⁰Fuad Mas'ud, *Essentials Of English Grammar*, (3thEd.,Yogyakarta:BPFE,2005), P.63

²¹Fuad Mas'ud, *Essentials Of English Grammar*, (3thEd.,Yogyakarta:BPFE,2005), P.82

²² Rudi Hariyono, *Complete English Grammar*, 2002.p. 40

Descriptive adjective is adjective that explain noun condition or someone's characteristic, animal, etc.

Example: angry, bored, excited, funny, hungry, late, sad, shy, sick, sleepy, stupid, thirsty, tired, big, clean, dirty.²³

2.) Numeral adjective

Numeral adjective is adjective that indicate or show the quantity of something, it is divided into three types, they are cardinar number, ordinal number, and fruction.

3.) Quantitative adjective

Quantitative adjective is object which indicate the number of something, or adjective which indicate how much/ many things that we mean, they are many, much, a lot, lots of, a great many, a great deal of, few, little, etc.

4.) Demonstrative adjective

Demonstrative adjective is adjective used to show something animals or people that we mean. There are two kinds of demonstrative adjective, they are definite demonstrative adjective and indefinite deonstrative adjective.

5.) Proper adjective

Proper adjective is adjective which is used to indicate proper noun.

Generally, it is begun by capital letter, for exaple the name of country.

²³Fuad Mas'ud, *Essentials Of English Grammar*, (3thEd,:Yogyakarta:BPFE,2005), P.23

6.) Interrogative adjective

Interrogative adjective is adjective which used as question. It used to as noun.

Example:

- What good is this?
- Which boo do you mean?
- Whose car is that?

7.) Possessive adjective

Possessive adjective is adjective used indicate possession to something. For example: my, oun, your, their, his. Etc.

8.) Distribute adjective

Distribute adjective is an adjective which shows that the noun which we mean is any kinds. For example: each, every, either, neither, etc.

c. Verb

The verb is the most complex part of speech. Its verying arrangements with nouns determine the different kinds of sentences-statement, questions, commons, exclamations.²⁴ Verb is word that show a job, act, behavior,or activity. In English grammar, verb can be groupedto became some classes, they are:²⁵

1.) Infinitive verb

Infinitive verb divided into two kinds, they are:

²⁴Marcella Frank, *Modern English A Practical Reference Guide*, 1972.p.4

²⁵Rudy Hariyono, *complete English Grammar*, 2002.p.72

- a. Infinitive with to. For example, to buy, to cry, to make, etc.
- b. Infinitive without to. For example, drive, sleep, skil, speak, lern, etc.

2.) Regular and irregular verb

Regular verb is change of verb that follow the noal form, by edding “d” or “ed”to be past tense and past participle.

Examples:

Infinitive	Past Tense	Past Participle
Help	Helped	Helped
Want	Wanted	Wanted
Answer	Answered	Answered
Call	Called	Called
Appear	Appeared	Appeared
Defeat	Defeated	Defeated
Enjoy	Enjoyed	Enjoyed
Need	Needed	Needed ²⁶

Irregular verb is change of verb that does not follow the rule, it may be memorized well.

Examples:

Infintive	Past Tense	Past Participle
Arise	Arose	Arisen

²⁶Fuad Mas’ud, *Essentials Of English Grammar*, (3th Ed, :Yogyakarta:BPFE,2005), P.49

Beat	Beat	Beaten
Buy	Bought	Bought
Eat	Ate	Eaten
Fall	Fell	Fallen
Become	Became	Become
Bring	Brought	Brought
Drink	Drank	Drunk ²⁷

5. The Importance of Vocabulary

Vocabulary must be important factor in the language teaching and learning especially in English because words are essential for communication. Someone who has limited vocabularies will find difficulties to communicate with others. Actually, vocabulary can help someone in learning four language skills that are speaking, listening, reading and writing. Vocabularies a core component of language proficiency and provides much of the basis for how well someone learners speak, listen, read and write (Gains Ruth and Redma, 1986: 64-65. The extensive vocabulary and strategies for acquiring new vocabulary is very necessary.

The basic of teaching learning English is concerned with the students' abilities to use four language skills and language components. In using language skills, the learners need many vocabularies because they have important role in learning. Without having many vocabularies, it is impossible

²⁷Fuad Mas'ud, *Essentials Of English Grammar*, (3thEd,:Yogyakarta:BPFE,2005), P.42

to build communication. They will find difficulties to understand what other people.

C. Teaching Media

1. Definition of teaching media

Media is all the form that in to the process.²⁸

2. The Kind of Media

According to Fachurrazy (1992:36) media can be subdivided into three kinds, they are:

1. Visual Media

Visual media are the media can be watched and touch for example, picture, map, miniature, graphic and poster.

2. Audio Media

Audio media are the media can be listened, they are used to listen and understand oral test, for example, radio, cassette, recorder, and tape recorder.

3. Audio Visual Media

Audio visual media are the media that can be watched and listened, for example TV and media.²⁹

Many teachers complaint not using media to teach because of difficult to make limited time, and expensive cos. Substantively, that reasons are not really true, because a material very cheap, for example the teacher can take in old magazine, old newspaper, brochure, etc. and they

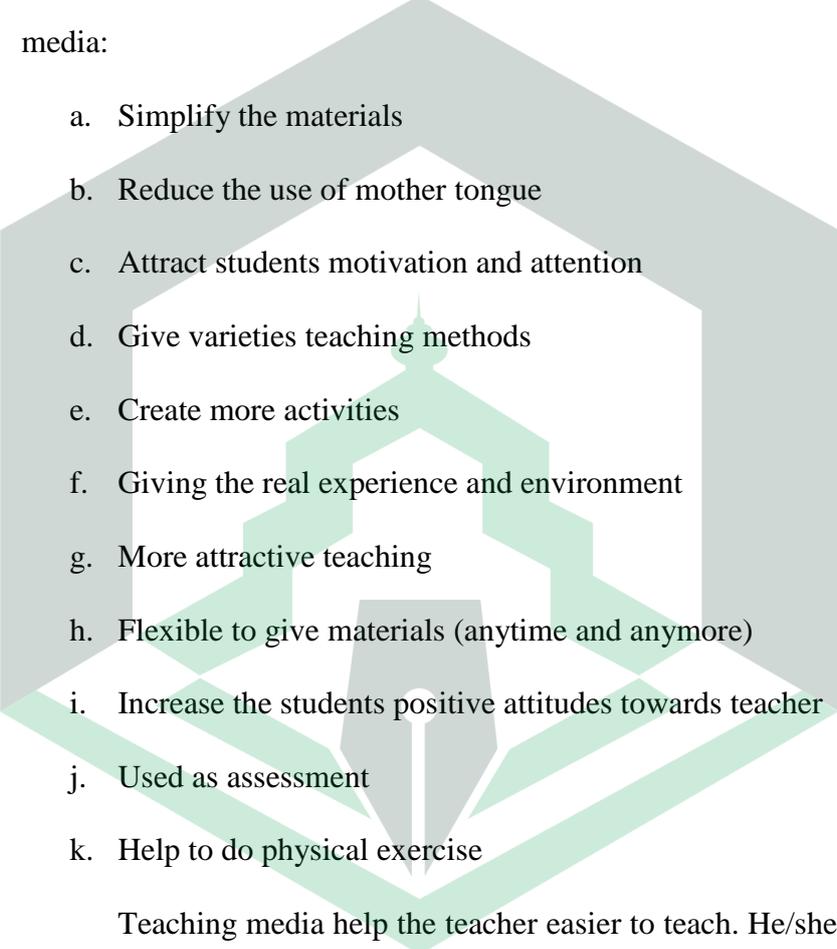
²⁸ Azhar Arsyad, *media pembelajaran*, (Jakarta : PT Raja Grafindo, 2009).p.35

²⁹Fachurrazy. *Media Pembelajaran*. (Jakarta : PT Raja Grafindo, 1992).p. 36

can cut the picture to a media. It is very simple, if the teacher who teach far from city and only has limited facilities the teacher can using some simple media, for example flip card, regalia.

3. Advantages of Teaching Media

According to Munadi (2008: 6), there are some advantages of teaching media:

- 
- a. Simplify the materials
 - b. Reduce the use of mother tongue
 - c. Attract students motivation and attention
 - d. Give varieties teaching methods
 - e. Create more activities
 - f. Giving the real experience and environment
 - g. More attractive teaching
 - h. Flexible to give materials (anytime and anymore)
 - i. Increase the students positive attitudes towards teacher
 - j. Used as assessment
 - k. Help to do physical exercise

Teaching media help the teacher easier to teach. He/she can choose what the media which are suitable with the subject. He/she can choose simple or modern media to help him/her. For the teachers with limited facilities, may they can make their own media as well as they can. Their creativity is needed in the teaching and learning process. By having

creativity, they can make their own media although the media are simple and cheap.³⁰

4. Teaching Media

According to Henich and Rusello (1982) as quoted by Wirman (2019), the sense of media comes from “latin” that’ is medium. The meaning in general as a means of communication that is whatever can bring information between sources and receiver the things it’s self. We can call instructional media, if it uses for delivering the massages in educational environment.³¹

D. Word Wall

1. Definition of Word Wall



32

³⁰ Munadi. *Media Pembelajaran*. (Jakarta : PT Raja Grafindo, 2008).p.6

³¹ Wirman, “ *The Use of the Picture as Media in Teaching English Vocabulary : An Experimental Study at the Seven Grade Students of SMP Al-Amin Mataram in Academic year 2010-2011*. Online : [http:// wirmanvalkinz.blogspot.com/2012/12/contoh-kumpulan-skripsi-bahasa- inggris. Html](http://wirmanvalkinz.blogspot.com/2012/12/contoh-kumpulan-skripsi-bahasa-inggris.html). Accesed on On julyth 2019 .

³² <http://www.google.com/search=gambarwordwall>

A word wall is an interactive collection of words or parts of words used to teach vocabulary, spelling, letter-sound correspondence, and more. Word walls are not simply décor, they are works in progress designed to promote group learning.³³

According to Robert J. (2004), word wall is an ongoing, organized display of key words that provides visual reference for students throughout a unit of study or term. These words are used continually by teachers and students during a variety of activities. There are ways to make efficient media in classroom to advocate learning of listening, speaking, reading and writing.

Purposes for using word walls: word walls support students' vocabulary development. In the content area classroom, word walls can be used to develop academic vocabulary. Word walls provide example words, which highlight difficult concepts. Many teachers create word walls that support students' learning of high frequency words. Walls provide a space for students to sort and categorize words and phrases.

2. The Characteristic of Word Wall

According to Brabham & Villaume (2001), every teacher is different when deciding on how to display, arrange, and use word walls in the classroom, but there are some common characteristics:

- a. All are collections of words that are developmentally appropriate for study by students in the classroom.

³³ *Ibid.*

- b. Words are selected for specific instructional purposes.
- c. Collections are cumulative; as new words are introduced; familiar words remain for further study.
- d. Activities and talk about word walls provide conversational scaffolds that structure the ways that students study, think about, and use words.
- e. Words on wall serve as visual scaffolds that the temporarily assist students in independent reading.

5. Advantage of Using Word Wall

a. Advantages of Using Word Wall

1. To support the teaching of important general principals about words and how.
2. To develop a growing core of words that become part of reading and writing.
3. To make the students practice English for communication and to create using language.
4. To create a variety of word wall media using teachers own word.
5. The teachers can choose the vocabulary topic or grammar item form a large database of exercise. All exercise in interactive and simple in learning English, such as: matching word, word association and missing letter.

b. Disadvantages of using word wall

Learning use word wall media require a long time and needs a lot of equipments and colors. Imagination and creativity needed to produce good word wall.

6. The Implementation of Word Wall

1. The researcher divide the students in five groups, each group consist of six students.
2. The researcher gives instruction to students how to play word wall media.
3. After that, the researcher directed all groups to advance.
4. And then, the researcher gives instruction to all of students to start the word wall media.
5. After the game finish, researcher asks representatives from each group to describe the results as to whether they are right or wrong.

E. Theoretical Framework

Before doing the research, the researcher conducted pre observation and the researcher found that the teacher still used conventional method. Therefore, the researcher was interested in conducting Classroom Action Research by using word wall media. The Classroom Action Research was composed by two cycles, the first cycle and the second cycle. This cycle consisted of four steps: planning, action, observation and reflection. There were three meetings for each cycle. For the first cycle the researcher hoped

that the students' got significant improvement by reaching 50% KKM of value from 75 KKM. The second cycle was the revision of cycle I. The researcher hoped that the students' got significant improvement by reaching 75% KKM above 75. The figure of theoretical framework was described as follows:

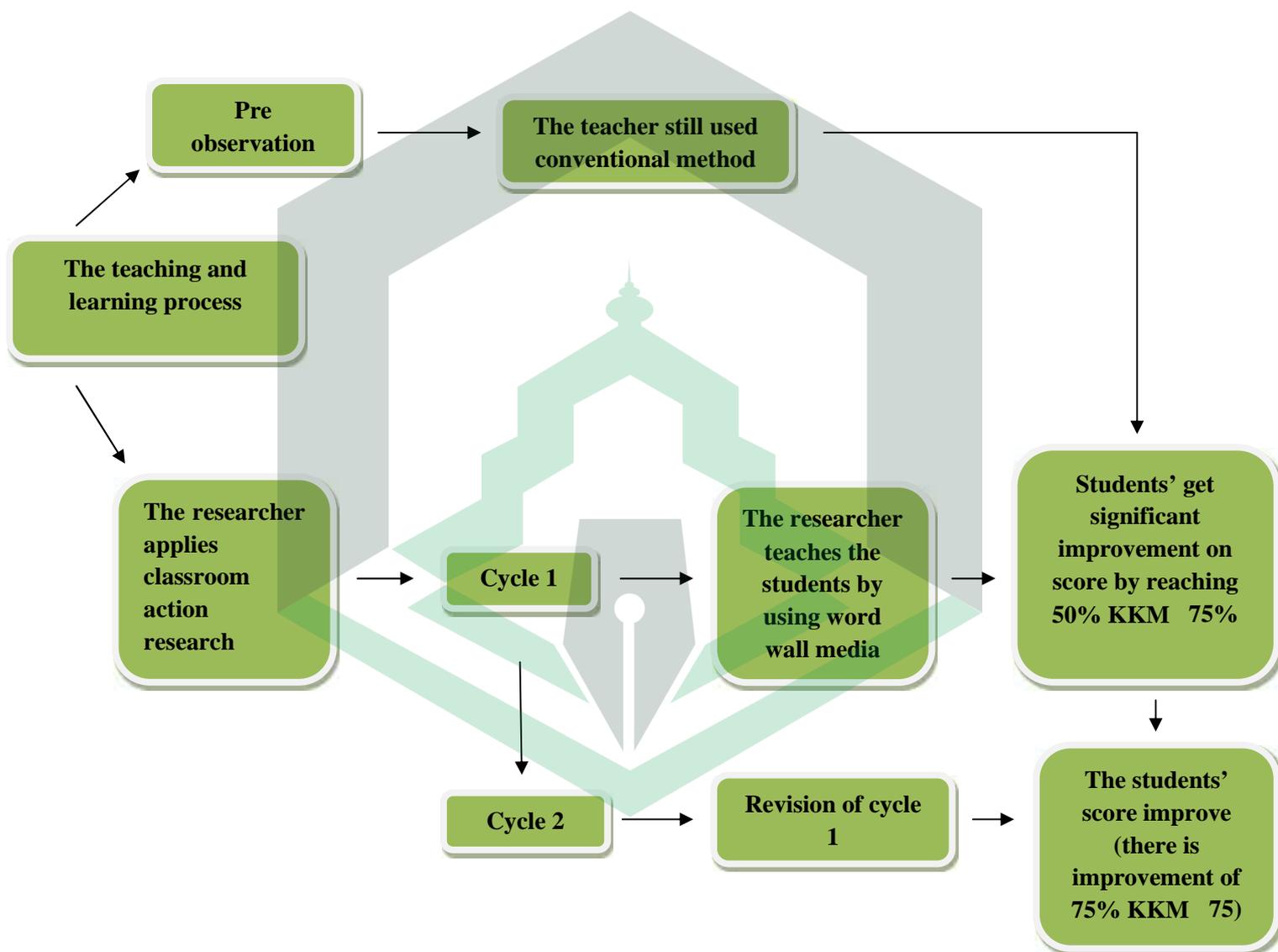


Figure 2.1. Theoretical Framework

CHAPTER III

RESEARCH METHOD

A. Method of the Research

This research applied classroom action research method. By using four stages such as; planning, implementation of action, observation, reflection, there are three key words you need to know its meaning one by one, the following explanation: 1) Research, is an activity to see an object using a specific methodology and a view rules to obtain data or information which is useful in improving the quality of the interesting and important for researcher. 2) Action, point to some intentional motion activity with a specific purpose. 3) Class, in this sense is not bound to a classroom, but more specific terms. As has long been recognized in the field of education and teaching, the meaning of the term class is a group of students at the same time, receive the same lessons from the same teacher. The characteristic of classroom action research are:

1. Situational, contextual, small-scale, realized and are directly relevant to the real situation in the world of work.
2. Flexible and adaptive.
3. Classroom action research has a commitment to the improvement of education in action research conducted systematic monitoring to generate valid data.³⁴

³⁴ Suwarsih Madya, *Teori dan Praktik Penelitian Tindakan (Action Research)* cet.IV:Bandung Alfabeta cv.2011 p.70

B. Design of the Research

This research used a classroom action research (CAR). It covered research location and sample, research time and classroom action research cycle as follow, if the first cycle has improved the student vocabulary then the study has ceased, but if the student's learning has not increased and will continue to the second cycle.

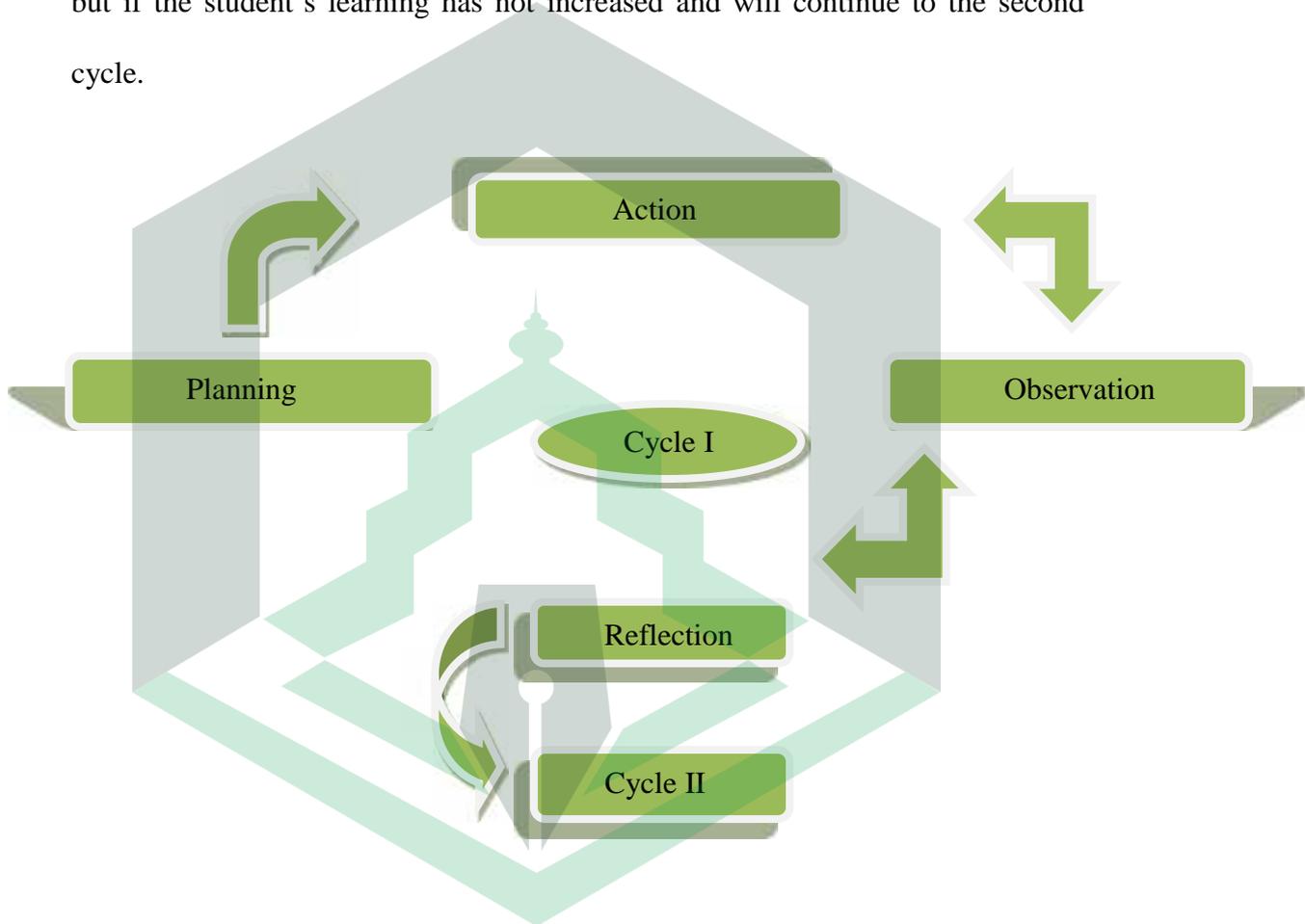


Figure 2.2. Classroom Action Research Cycle

C. Population and Sample

1. Population

There were six classes that consisted of 30 students for each class. So, the total population was 180 students.

2. Sample

The technique of taking sample was purposive sampling because the students were believed to be representative population and the process of teaching and learning would not be disturbed. There were 30 students: 25 girls and five-boys.

D. Research Participant

The participants of this research were the students, partners and collaborators:

a. Students

The position of the students in this research as subject of the research and the researcher expected after researching the students can improve their vocabulary.

b. Partner and collaborator

The position of collaborator helps the research to observe the students. So the researcher can be able to know the students condition

in learning process in give suggestion for the problem in word wall media.

E. Instruments of Collecting Data

1. Procedure

To collect data, the writer used the steps below:

- a. Test: to find out the students' scores, there were 40 vocabularies and to fill in the blank.
- b. Observation: to find out the students' participation during teaching by using Word Wall media.
- c. Interview: to find out the level of success of Word Wall media in teaching vocabulary.

2. Instruments

The instruments used to collect data in this classroom action research are:

- a. Vocabulary test: the students given a list vocabulary to fill in the vocabulary what they learned before.
- b. Observation list: it used when observing the students' participation during the use of word wall media in teaching vocabulary and it is the basic instrument used in discussion part between the researcher an collaborator and the collaborator as a way to make reflection in each cycle.
- c. Guided Interview list: to find out the level of success in implementing word wall media in teaching vocabulary.

F. Procedure of the Research

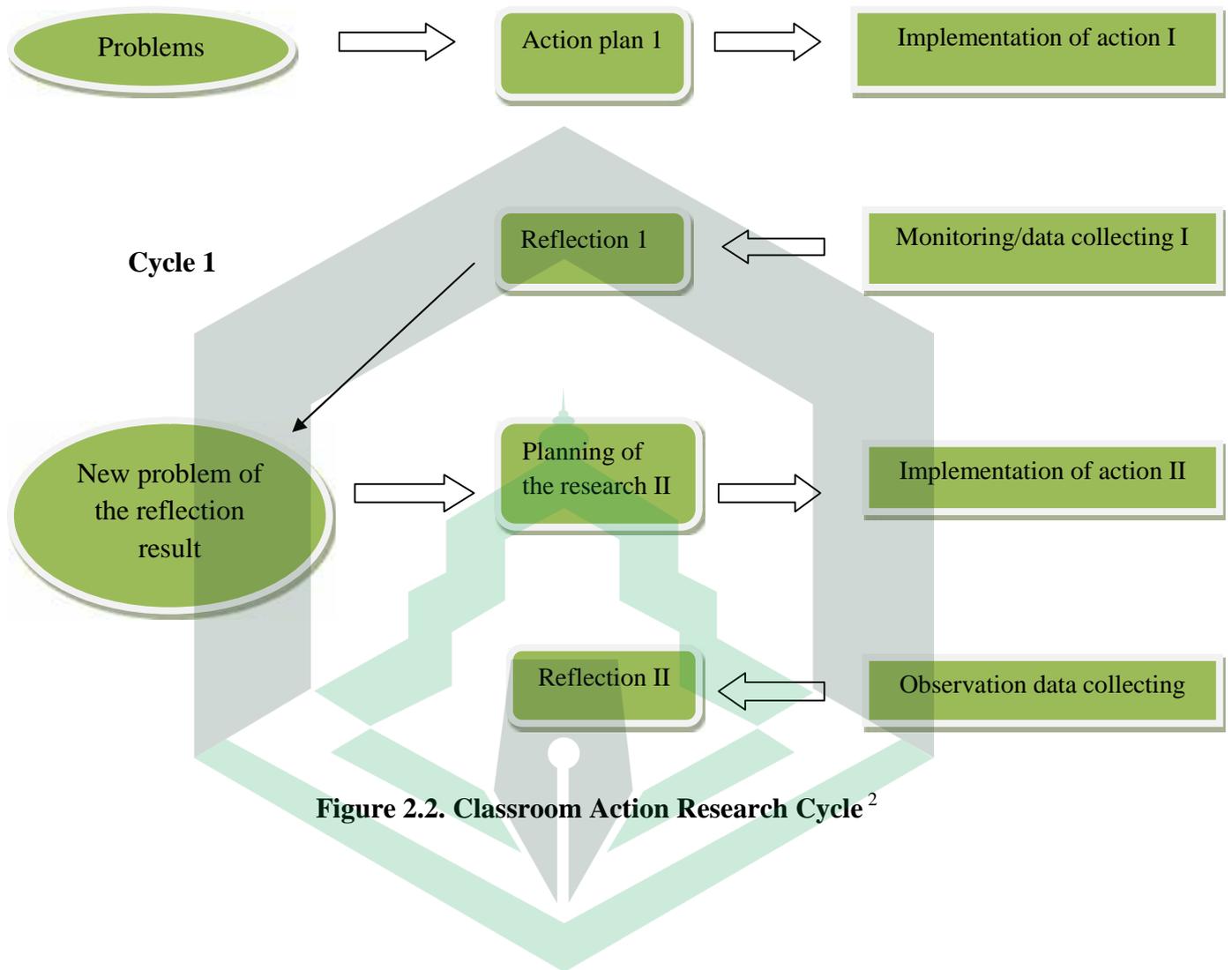


Figure 2.2. Classroom Action Research Cycle²

Cycle 1

Before doing the action research, the researcher needs a preparation like:

1. The First Meeting (The topic for the first meeting was noun)

a. Opening the Class

The researcher opened the class by greeting and praying to start learning then the researcher introduced herself, the researcher asked to the students'. After that the teacher checked' attendance, conveyed the learning objectives that would be achieved and to be discussed brainstormed the topic that would be explained to the students. The researcher explained the topic to the students' and gave same exercise.

b. Main Activities

The researcher asked the students whether they have memorized the list of vocabulary that has been given before, Asked students to see a list of vocabulary that has been shared, Teach how to mention properly and correctly, asked students to close the list of vocabulary that has been shared and giving questions and answers about the vocabulary.

c. Closure

Researcher asked students about (Accountancy) that were not understood, or teachers throw some questions, researcher together with students' to make a summary / conclusion of the lesson and asked students to keep learning at home about the way of mentioning and the meaning of the list of vocabulary. The teacher provides motivation to

students who have not been able to actively participate in class, asked students' feelings after applying the media, submits lesson plans at the next meeting and distributed list of vocabulary that must memorized at the next meeting and asked students for bring dictionary. And then close the class.

2. The Second Meeting

Topic Verb (Accountancy)

a. Opening the Class

Teacher opened the class by greeting and praying to start learning then the teacher introduced herself as an English teacher while in the class. After that the teacher examined student attendance, conveyed the learning objectives that take place and conveyed the subject matter to be discussed.

b. Main Activities

Asked the students whether they have memorized the list of vocabulary that has been given before, Asked students to see a list of vocabulary that has been shared, Teach how to mention properly and correctly, asked students to close the list of vocabulary that has been shared and giving questions and answers about the vocabulary.

c. Closure

Researcher asked students about noun (Accountancy) that are not understood, or teachers throw some questions, teacher together with learners to make a summary / conclusion of the lesson and asked

students to keep learning at home about the way of mentioning and the meaning of the list of vocabulary. The teacher provides motivation to students who have not been able to actively participate in class, asked students' feelings after applying the media, submits lesson plans at the next meeting and distributed list of vocabulary that must memorized at the next meeting and asked students for bring dictionary. And then close the class.

3. The Third Meeting

Topic Noun and Verb (Accountancy)

a. Opening the Class

Teacher opened the class by greeting and praying to start learning. Then the teacher introduced herself as an English teacher while in the class. After that the teacher examined student attendance, conveyed the learning objectives that take place and conveyed the subject matter to be discussed.

d. Main Activities

Asked the students whether they have memorized the list of vocabulary that has been given before, Asked students to see a list of vocabulary that has been shared, Teach how to mention properly and correctly, asked students to close the list of vocabulary that has been shared and giving questions and answers about the vocabulary. The teacher asked students whether they ever played word wall media.

c. Closure

Researcher asked students about things that are not understood, or teacher throw some questions, teacher together with learners to make a summary/conclusion of the lesson and asked students to keep learning at home about the way of mentioning and the meaning of the list of vocabulary. Then the researcher explained the rules and how to play the word wall media.

G. Observation

In this step, a researcher observed all events or activities during the research. During the learning process is going on, the researcher observes about the situation of learning and teaching process, and also the students' participation and evaluation.

H. Interview

The researcher used a structural interview. The researcher asked some questions to the students' to get some information about the students'. The questions were a) Do you like studying English vocabulary? What are you difficulties in mastering English vocabulary? And c) Does your English teacher usually gave games or media while teaching?

I. Reflecting

Step conducted to know how far the students understand the materials which would be given, what the strength and the weakness of this cycle.

Cycle II

Like at the first cycle, in this second cycle also consist of planning, action, observation and reflection.

1. Planning

- a) Continue the activities that will have done in cycle 1.
- b) Repair the weakness in the cycle.
- c) Making planning again in the scenario learning process from the result of cycle 1 reflection.
- d) Action research repair.

2. Observation

- d. Vocabulary test
- e. Students' participation during the learning process
- f. Students' performance in peer evaluation and discussion

3. Interview

The interview is a source of data and information for the technique which is conducted for getting information. The interview was done to know the effectiveness of the actions. The researcher interviewed the students' and the English teacher about the activities in the teaching and learning process. So, the interview is only conducted in analyzing the situation. The problems of English teacher in teaching vocabulary and some of the students' about their difficulties in learning vocabulary.

4. Action

During the action, the researcher gave the students the material in learning vocabulary through word wall media then the researcher will give the students to the material in the other example.

5. Reflecting

At this stage the research would collect the results obtained in this stage of observation for analysis. From the results obtain, the researcher can make inference about word wall media applied for two cycles. This classroom action research will success if some of the following requirement were fulfilled:

- a. Most of the students (75%) have a good participation during the acting.
- b. Most of the students have a good score in evaluation (70).
- c. Most of the students' active in peer evaluation and discussion.

G. Technique of Data Analysis

In analyzing the qualitative data of this research, the writer uses the observation of students' activities during teaching learning process. Pre test and post test were analyzed by using scaring rubric descriptively through percentage technique and by considering the tendency happened during the learning process.

1. Observation

The Observation of Students' Activities

No	Indicators	Rating Scale				
		B	E	S	G	VG
1	Listening to the teacher instruction					
2	Listening to teacher explanation about the material					
3	Paying attention to the materials being explained					
4	Obeying what teacher is commended					
5	Understanding the meaning of vocabulary that have been explained					
6	Paying attention to other students' who is vocabulary					
7	Involving actively during teaching learning process					
8	Asking difficult material to the teacher					
9	Paying attention to the teacher's conclusion					

There were 5 grade of the rating scale, and each of the rating has its own quality. Start from the rating scale 1 that showed the quality of bad, scale 2

showed the quality of enough, 3 showed the quality of satisfactory, 4 showed the quality of good and 5 showed the quality of very good.

The rating scale above was used when the observer rates the observation table with qualification above. On the other side, in analyzing the data writer uses the tests (pre action, cycle 1 and cycle 2).

NO	Rating Scale	The Explanation
1	Bad	The students' attitudes toward teacher's other participant is bad.
2	Enough	The students' attitude toward teacher's effort and other participant is not bad still unsuitable.
3	satisfactory	The students' attitude towards teacher's effort and other participant is satisfactory but still need improvement.
4	Good	The students' attitude towards teacher's effort and other participant is good.
5	Very Good	The students' attitude towards teacher's effort and other participant is very good.

Vocabulary Test Result : students' score of vocabulary test is counted by using the formula, as follow:

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Test Items}} \times 100$$

Calculating the mean score of students' vocabulary test by using the following formula:

$$X = \frac{\sum x}{N}$$

Where:

Mx: average

X: Number of scores (grades) of existing students

N: Total sample³⁵

The researcher tried to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 75, which was adapted from the school agreement Vocational High School Number 1 Palopo. It used the formula:

Look for percentage value of student ability

$$P = fN \times 100\%$$

Where:

F: total percentage score

N: Number of students'

P: Percentage rate³⁶

³⁵ Sudijono, *Pengantar Evaluasi Pendidikan*, (Cet.VI; Jakarta: Raja Grafindo Persada, 20016), h. 318

³⁶ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Ed. Ke-1; Jakarta: RajaGrafindo Persada, 2007), h.81.

To analysis the objective test from students', the researcher used the application that was *statistical produce and service solution (SPSS) version 22 for windows*. Furthermore, to determine the students' achievement into classification as below:

Table 1.1. The classification score for test

NO	SCORE	CATEGORY
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Satisfactory
5	0-45	Bad

(Syah, 2009)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts. The first part is finding of data analysis and the second is discussion.

A. Finding

1. The Interview Result

The researcher interviewed some students' the questions were asked by the researcher as follows:

- b. Do you like studying vocabulary?
- c. Do you like learning by using word wall media? Why?
- d. What are you difficulties in mastering vocabulary?
- e. Does your English teacher usually teach you by using games or media?

The students' answered are mentioned bellow:

Students' 1

Students' A likes studying vocabulary, she likes learning by using word wall media because she still lacks of understanding vocabulary.

Students' 2

Students' B likes vocabulary by using word wall media because she understand about vocabulary and she found difficulty that pronunciation that often not understand. And her teacher use the media in learning get too bored

Students' 3

Students' C likes vocabulary because it's very interest, than it can help their vocabulary, but she was found the difficulty learning vocabulary is pronunciation.

Students' 4

Students' D likes vocabulary because was easy to memorizing, and then she found the difficult about pronunciation and her teacher likes using the media

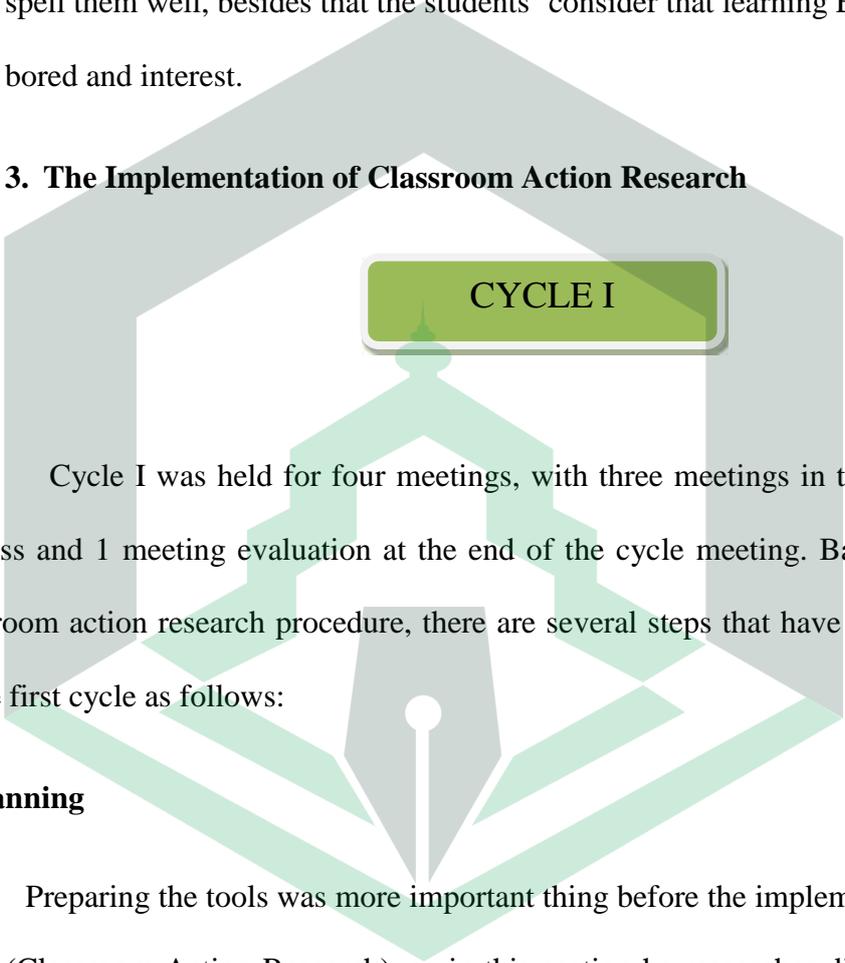
Students' 5

Students' E likes vocabulary because learning by using word wall media it's very easy to understand and makes her easy to memorize vocabulary.

2. Pre observation

Based on the pre-observation, the researcher got some information about the students' condition of the class, including the students' problem. The students' were not able to transfer the meaning of words and difficult to spell them well, besides that the students' consider that learning English was bored and interest.

3. The Implementation of Classroom Action Research



CYCLE I

Cycle I was held for four meetings, with three meetings in the learning process and 1 meeting evaluation at the end of the cycle meeting. Based on the classroom action research procedure, there are several steps that have been taken in the first cycle as follows:

1. Planning

Preparing the tools was more important thing before the implementation of CAR (Classroom Action Research), so in this section he researcher did the steps as follows:

- a. The researcher determined the material to be taught using word wall media.
- b. The researcher made lesson plan by using word wall media in teaching vocabulary about noun and verb.

- c. The researcher made a list of vocabulary that will be shared for students.
- d. Prepare evaluation tests about the material that has been taught.

2. Action

The action of the first cycle was for three times. Learning activities carried out in accordance with the lesson plan that has been prepared in advance. For the first meeting researcher opened the class by greeting and praying together before starting the teaching and learning process. After that the researcher introduced herself. The researcher checked the attendance of students and communicated the learning objectives that would take place and asked the students if they had memorized the list of vocabulary that has been given before, but there were some students who have not memorized so the researcher gave about 10 minutes to memorize again, then the researcher taught how to say well and correctly, the researcher said how to say the word then the student repeats after that ask students to close the list of vocabulary that has been shared and gave questions to some students about the vocabulary. The teacher asked students whether they ever played word wall media then explained the rules and how to play the word wall media.

The second meeting, the researcher opened the class with greetings and praying to begin learning, researcher checked the attendance of learners convey learning objectives that would be achieved to be discussed, the researcher explained the topic to the students and gave some exercise.

The researcher asked the students whether they have memorized the vocabulary that has gave before and asked the students to see a list of the vocabulary that has been shared and taught how to pronoun well and correctly. The researcher explained the rules and the way the word wall media. The researcher asked the students to divided five groups Of 6 students, then the first group played on word wall media, after the student who had been assigned to the group was asked to take turns coming forward to post the media that had been previously treated, and in the media they've written a vocabulary of the accountancy they've learned before.

The third meeting, the researcher great to the students and look around the class to make sure that the students is ready to receive the material. Then, the learning objectives were given to empower the importance of the material in English. Researcher asked students if they have memorized the vocabulary that has been given before. The researcher asked students to see a list of vocabulary shared by the researcher.

Table 1.2. The result of students' test in cycle 1

NO	STUDENT	SCORE	WHERE
1	S1	50	INCOMPLETE
2	S2	50	INCOMPLETE
3	S3	23	INCOMPLETE
4	S4	55	INCOMPLETE
5	S5	50	INCOMPLETE
6	S6	43	INCOMPLETE
7	S7	56	INCOMPLETE
8	S8	65	INCOMPLETE
9	S9	86	COMPLETE
10	S10	70	INCOMPLETE
11	S11	68	INCOMPLETE
12	S12	86	COMPLETE

13	S13	76	COMPLETE
14	S14	100	COMPLETE
15	S15	76	COMPLETE
16	S16	100	COMPLETE
17	S17	86	COMPLETE
18	S18	100	COMPLETE
19	S19	93	COMPLETE
20	S20	100	COMPLETE
21	S21	86	COMPLETE
22	S22	100	COMPLETE
23	S23	60	INCOMPLETE
24	S24	85	COMPLETE
25	S25	68	INCOMPLETE
26	S26	38	INCOMPLETE
27	S27	53	INCOMPLETE
28	S28	56	INCOMPLETE
29	S29	35	INCOMPLETE
30	S30	75	COMPLETE
JUMLAH		2,086	
MEAN		69,63	

Based on the results evaluation of the cycle II so that the average value of learning outcomes of class XI students of Vocational High School Number 1 Palopo was obtained by the average formula: $\frac{2086}{30} = 70$, so the average score of students using word wall media in learning English vocabulary above shows that 30 students who took the evaluation test in the first cycle, students who got 75 were 14 students and those who scored below the KKM were 26 students. If the value of student learning outcomes in cycle I are grouped into five categories, the learning outcomes of students are presented as follows:

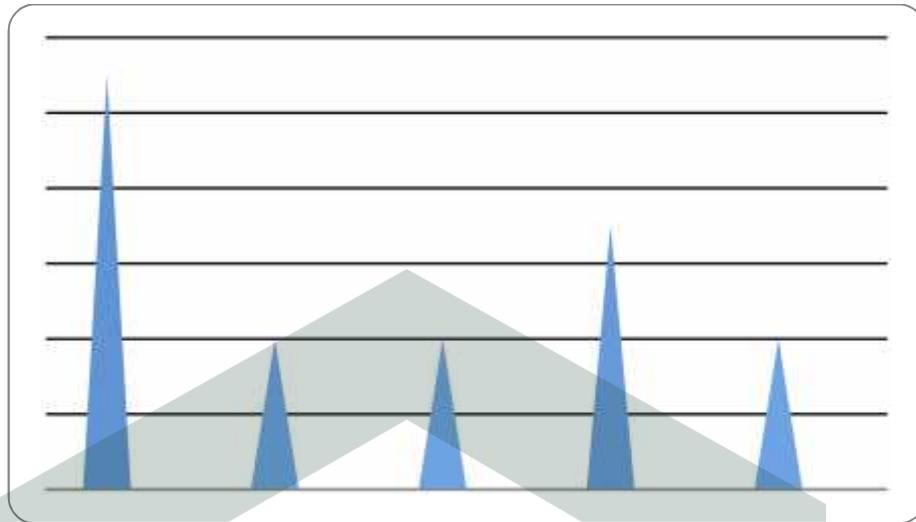
Tabel 1.3. Students' Frequency and Rate Percentage in Pre-test

No	Score	Category	Frequency	Percentage
1	80-100	Very good	11	37%
2	70-79	Good	4	13%
3	60-69	Satisfactory	4	13%
4	50-59	Enough	7	24%
5	0-49	Bad	4	13%
Total			30	100%

(Syah, 2009)

Based on the table above it can be seen that 30 students who took the test in the first cycle turned out to be 11 students who got very good categories, 4 students got grades including good categories, 4 students who received the grade included in the category enough, 7 student who got the grade included in the poor category and 4 students get grades including failure categories.

Diagram 4.1. Category and Frequency of Students' Activeness in Cycle I



The diagram shows that students who scored above the KKM were 14 students while those who scored below the KKM were 16 students. So based on diagram it can be seen that the learning outcomes of the eleventh grade at Vocational High School Number 1 Palopo. There are 14 students who meet the standards, but there are still 16 students who have not achieved the KKM score so this research needs to proceed to cycle II.

3. Observation

Based on the observation which done by the researcher and her collaborator through process of teaching and learning. The researcher and collaborator (partner) concluded that word wall media effective to improve students' vocabulary but the learning and was teaching process learning required several different strategies to make students discipline and interest.

Table 1.4. The Result of Observation Students' Activeness in Cycle 1

No	Students Name	Activeness				
		Very Good	Good	satisfactory	Enough	Bad
1	S1			✓		
2	S2			✓		
3	S3			✓		
4	S4			✓		
5	S5			✓		
6	S6			✓		
7	S7			✓		
8	S8			✓		
9	S9	✓				
10	S10		✓			
11	S11			✓		
12	S12	✓				
13	S13		✓			
14	S14	✓				
15	S15		✓			
16	S16	✓				
17	S17	✓				
18	S18	✓				
19	S19	✓				
20	S20	✓				
21	S21	✓				
22	S22	✓				
23	S23			✓		
24	S24		✓			
25	S25			✓		
26	S26			✓		
27	S27			✓		
28	S28			✓		
29	S29			✓		
30	S30		✓			
Jumlah		11	4	15		

Where:

- a. Very Active: the students as responsive and participate fully in all activities in teaching process.

b.Active: the students' response the materials by using vocabulary of noun through word wall media in teaching process.

c.Less Active: the students pay attention and give response once in while

d.Not Active: the students does not give response to the material. She looks confused, bored, and sometimes leaves the class.

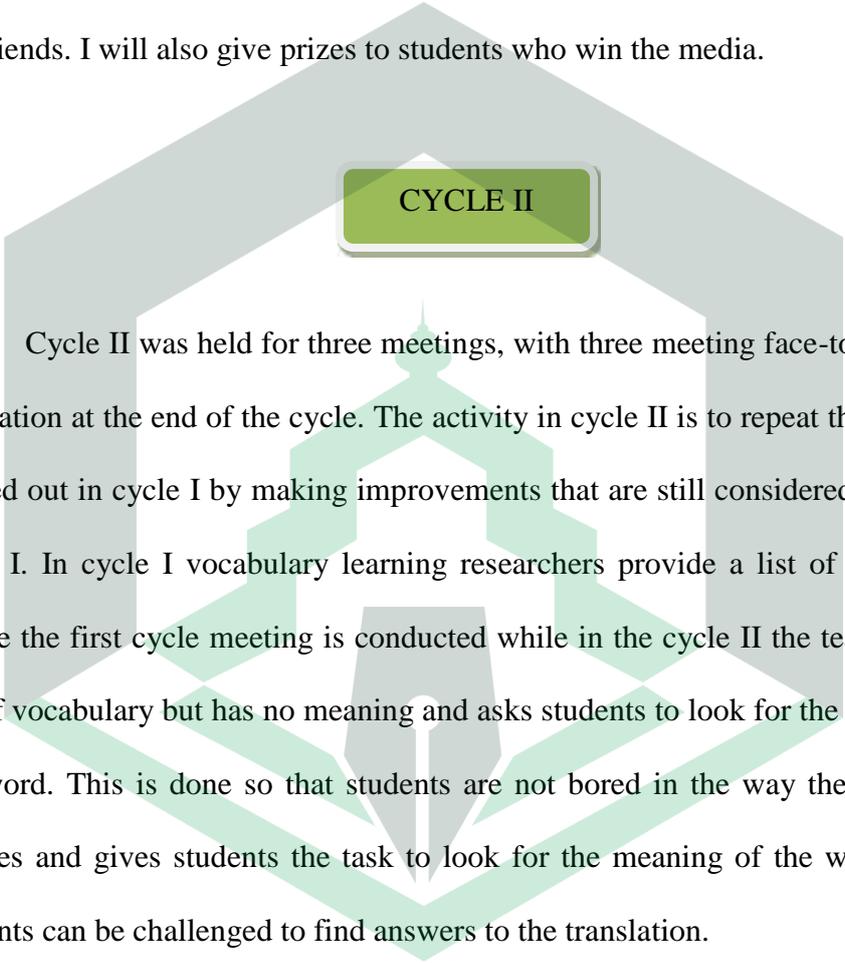
The description participation of students in cycle I was obtained from 30 students of class XI Accountancy 1 of Vocational High School Number 1 Palopo after applying word wall media in cycle I, students who were very active reached an average of 37%, students who were active 13%, students who were enough active 13%, students who were less active 24% and students who were fail active 13%.

4. Reflection

The next steps are to do reflection which is to discuss and evaluate the learning activities that have been carried out. Reflection is done to find out the deficiency or constraints of cycle I.

The implementation of learning using word wall media in the first cycle can be said to be quite good, but there are still some obstacles. The constraints in question are: some students are still less active in the learning process or only active while in class. It is like paying attention to the teacher when explaining at the beginning of learning, but at the end of the learning it was not very much concerned because there were some students who were still ashamed to play media with their friends because they were not too familiar in class. Seeing these constraints, it is necessary to take corrective action so that the learning outcomes

in cycle II can be more effective. Learning activities that will be carried out in the second cycle, when other groups are playing media, the non-playing group is assigned to pay attention to the friend who is playing and my partner asks one of the friends who does not play to write the name of his friend who is play other or doing actions that are not good in the class and give motivation for pay attention his friends. I will also give prizes to students who win the media.



CYCLE II

Cycle II was held for three meetings, with three meeting face-to-face and I evaluation at the end of the cycle. The activity in cycle II is to repeat the activities carried out in cycle I by making improvements that are still considered lacking in cycle I. In cycle I vocabulary learning researchers provide a list of vocabulary before the first cycle meeting is conducted while in the cycle II the teacher gives list of vocabulary but has no meaning and asks students to look for the meaning of the word. This is done so that students are not bored in the way the researcher teaches and gives students the task to look for the meaning of the word so that students can be challenged to find answers to the translation.

4. Planning

Preparing the tools was more important thing before the implementation of CAR (Classroom Action Research), so in this section I did the steps as follows:

- a. Determine the material to be taught using word wall media.

- b. Making lesson plans using word wall media in teaching vocabulary about noun and verb.
- c. Make a list of vocabulary that will be shared with students but there is no translation yet.
- d. Prepare evaluation tests about the material that has been taught.

5. Action

The action of the second cycle was for (three) time. Learning activities are carried out in accordance with the lesson plan that has been prepared in advance.

For the first meeting researcher opened the class by greeting and praying together before started the teaching and learning process, the researcher checked the attendance of students and communicated the learning objectives that have taken place. Deliver the subject matter to be discussed and checked the students whether they have brought a dictionary, the researcher checked the students whether they have memorized and filled in the meaning of the list of vocabulary that has been given before. After that the researcher wrote nouns about Accountancy that has been shared before in English on the whiteboard, asked students to race to write down the meaning of nouns about Accountancy that the researcher has written after all the words have been answered by the student then the researcher corrects the students' wrote on the board then the researcher tough how to say words the correct object, the researcher mentions word by word then the student repeated it, after that the researcher gave students time to memorize more the word and then gave a question and answer to some students about the

word after that the researcher divided students into two groups and appointed the first student who will first mention the Accountancy.

Table 1.5. The Result of Students' Test in Cycle 2

NO	STUDENT	SCORE	WHERE
1	S1	85	COMPLETE
2	S2	90	COMPLETE
3	S3	90	COMPLETE
4	S4	90	COMPLETE
5	S5	0	INCOMPLETE
6	S6	90	COMPLETE
7	S7	90	COMPLETE
8	S8	90	COMPLETE
9	S9	90	COMPLETE
10	S10	0	INCOMPLETE
11	S11	95	COMPLETE
12	S12	90	COMPLETE
13	S13	90	COMPLETE
14	S14	62	INCOMPLETE
15	S15	90	COMPLETE
16	S16	90	COMPLETE
17	S17	90	COMPLETE
18	S18	85	COMPLETE
19	S19	90	COMPLETE
20	S20	90	COMPLETE
21	S21	90	COMPLETE
22	S22	87	COMPLETE
23	S23	90	COMPLETE
24	S24	87	COMPLETE
25	S25	90	COMPLETE
26	S26	90	COMPLETE
27	S27	90	COMPLETE
28	S28	92	COMPLETE
29	S29	90	COMPLETE
30	S30	85	COMPLETE
JUMLAH		2,487	
MEAN		82,97	

Based on the results evaluation of the cycle 2 in table so that the average value of learning outcomes of class XI Accountancy 1 at Vocational High School Number 1 Palopo is obtained by the average formula: $\frac{2487}{30} = 83$, so the average score of students using word wall media in learning English vocabulary above shows that of the 30 students who took the evaluation test in the first cycle, students who got 75 were 27 students and those who scored below the KKM as many as 3 students.

If the value of student learning outcomes in cycle I are grouped into five categories, the learning outcomes of students are presented as follows:

Table 1.6. Category Test Cycle II

No	Score	Category	Frequency	Percentage
1	80-100	Very good	27	90%
2	70-79	Good	0	0%
3	60-69	Satisfactory	1	3%
4	50-59	Enough	0	0%
5	0-49	Bad	2	7%
Total			30	100%

(Syah, 2009)

Based on the table above it can be seen that 30 students who took the test in the second cycle turned out to be 27 students who got very good categories, 0

students got grades including good categories, 1 students who received the grade included in the category enough, 0 student who got the grade included in the poor category and 2 students get grades including failure categories.

Diagram 4.2. Category and Frequency of Students' Activeness in Cycle II



The diagram shows that students who scored above the KKM were 27 students while those who scored below the KKM were 3 students. So based on diagram it can be seen that the learning outcomes of class XI Accountancy I at Vocational High School Number 1 Palopo there are 27 students who meet the standards, but there are still 3 students who have not achieved the KKM score. Based on the minimum completeness value in English subjects with the KKM 75 standard, the researcher ends this action until the second cycle.

6. Observing

The observation phase in cycle the researcher noted on the participation of activeness in each student towards the process of learning English. The

students' activity was obtained from observation sheets in the meeting recorded in each cycle, the observation sheet was used to determine the participation or motivation of students in learning English to improving vocabulary using word wall media.

Table. 1.7. The Result of Observation Students' Activeness in Cycle II

No	Students Name	Activeness				
		Very Good	Good	Satisfactory	Enough	Bad
1	S1	✓				
2	S2	✓				
3	S3	✓				
4	S4	✓				
5	S5				✓	
6	S6	✓				
7	S7	✓				
8	S8	✓				
9	S9	✓				
10	S10				✓	
11	S11	✓				
12	S12	✓				
13	S13	✓				
14	S14			✓		

15	S15	✓				
16	S16	✓				
17	S17	✓				
18	S18	✓				
19	S19	✓				
20	S20	✓				
21	S21	✓				
22	S22	✓				
23	S23	✓				
24	S24	✓				
25	S25	✓				
26	S26	✓				
27	S27	✓				
28	S28	✓				
29	S29	✓				
30	S30	✓				
Jumlah		27	0	1	2	

Where:

- a. Very Active: The students as responsive and participate fully in all activities in teaching process.
- b. Active: The students' response the materials by using vocabulary of noun and verb through word wall media in teaching process.

- c. Less Active: The students pay attention and give response once in while
- d. Not Active : The students does not give response to the material.
She looks confused, bored, and sometimes leaves the class.
- e. The description participation of students in cycle II was obtained from 30 students of class XI Accountancy 1 at Vocational High School Number 1 Palopo after applying word wall media in cycle II, students who were very active reached an average of 90%, students who were active 0%, students who were enough active 3%, students who were less active 0% and students who were fail active 7%.

6. Reflecting

The implementation of English vocabulary learning using word wall media has been carried out in accordance with the designs previously prepared. After that, after seeing the observations of classroom learning and the results of students' learning observations, it was known that the using word wall media has improved students' vocabulary. The result of the impressive words written by the student is so enjoyable.

B. Discussions

This research is a classroom action research consisting of two cycles. Each cycle consists of four meetings where three meetings are conducted as a learning process and 1 meeting is evaluated to find out the learning outcomes of students in addition during the learning process an observation is conducted to

find out the word wall media to improve students' vocabulary in learning English in class XI Accountancy 1 at Vocational High School Number 1 Palopo.

The results of the research that have been carried out in two cycles show that word wall media is able to improve the vocabulary of students in class XI Accountancy 1. The success of this research is shown by the improvement of learning outcomes of students who are the subject of research.

In learning process cycle 1 researchers gave a list of vocabulary to students for their memorization before the first cycle meeting was conducted but based on observations of student activities, there were some students still less active in the learning process or only active temporarily in class because some students were still shy to played media together his friend, in this cycle has not been successfully seen when played the media there are some students who have not memorized the words that have been previously distributed then at the end of the learning in the test shows the average on the student's score is 70 while the KKM value at Vocational High School Number 1 Palopo is 75. The researcher present the students' in the cycle I is low.

Where as in the second cycle the researcher gave the list of vocabulary before enter in cycle II learned but the vocabulary has no meaning and asked students to find the meaning of the word and asked students to memorized, in the cycle II in learning process researcher asked students to competed to answer the list of vocabulary that has been shared previously written on the whiteboard, while the researcher wrote the name of the student who answered on the whiteboard which attracted students' attention to get additional value. The researcher did like

that so that students do not get bored in the way the researcher taught and can attract students' attention to learn and can be challenged to find the translation answers compared to the learning cycle 1 in the vocabulary list has meaning. The result of the observation of students' activities showed that the students' enthusiasm in the learning in the second cycle was improving. And also at the end of the learning in the test shows the average of the student's score is 82.6. The researcher found an obstacle namely the students' are noisy when learning took place. The factors influenced the Cycle II succeed are:

1. Because the word wall media is able to attract students' in their studies
2. The researcher give motivation to learning English
3. The result of interview, this media understandable who have vocabulary skills that too low.
4. Allows students' to memorize vocabulary.

The result of the study was in line with the theory of the effectiveness of using word wall media (LeDale, 2011:390). Word wall media is an effective for teaching vocabulary. The word "effective" here means that word wall media gives positive change in the teaching and learning process. Here word wall media helps the student to vocabulary mastery in interesting and communicative way. Word wall media make the students feel happy and very active to learn English vocabulary. The students can pervade fast after teaching by using word wall media.

According to Marzano, Robert J. (2004), word wall is an ongoing organized display of key words that provides visual reference for students

throughout a unit of study or term. It can be considered to give practice in all skills such as: reading, writing and speaking. A word wall media helps create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning. Word wall media make the class fun and happy. (Munadi, 2008:6) stated that young learners learn a foreign language because of external motivation. By giving fun experience it will attract and motivated them to know more about the new language they learn. By using word wall media have reason to communicate rather than just repeat word back mind. Therefore, they want to know and learn more. They involve a lot of repetition. In fact, repetition is the basic skill, but it can be boring.

So that ways, the implementation of word wall media in teaching and learning process gives positive effect on the students' achievement, because they can study vocabulary easily and relax without hard feeling. The situation that conducive and comfort for their sense, it will make enjoy learning and getting good result. It can be done because by happy and fun learning, information can be understood and maintained to memory well based on explain in above the media effective to give the students in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on description in result of the research in the previous chapter, researcher described the conclusions as follow:

The result of the research indicated that teaching vocabulary (focus noun) using word wall media with could improve the students' vocabulary, and the researcher found the appropriate way in teaching English vocabulary (focus on noun and verb) using word wall media.

Before doing learning process, the researcher distributes a list of meaningless vocabulary by asking students to search for the translation of the word and ask students to memorize it. As examples to prove that using word wall media to improve students' vocabulary is success in cycle I the students get score average 70% while the acquisition of student learning outcomes in the second cycle is 83% can be categorized as improved student learning outcomes. Through the media students look active in learning. In addition, the researcher gave awards in the form of praise and prizes to students who won the word wall media so as to make students interested in winning the media.

B. Suggestion

Considering the conclusion above, the researcher would like to present some suggestion in order that the students' have good ability in mastering English

vocabulary especially for class XI Accountancy 1 at Vocational High School Number 1 Palopo.

1. In teaching and learning English, the researcher should give guidance and motivation to the students'.
2. As another alternative to assist the improvement of students vocabularies as well as the learning process approach.
3. The English teacher had to consider the students' needs and interest for learning. It was also expected to be useful for English teachers to provide an alternative solution to solve the problems in English learning.
4. The students' as a trigger to improve the understanding of the concept as well as the procedure can be used as a means of developing and supporting other hidden intelligence.
5. This research can be used by further researcher as a reference. Therefore, this research would be refined by another researcher.

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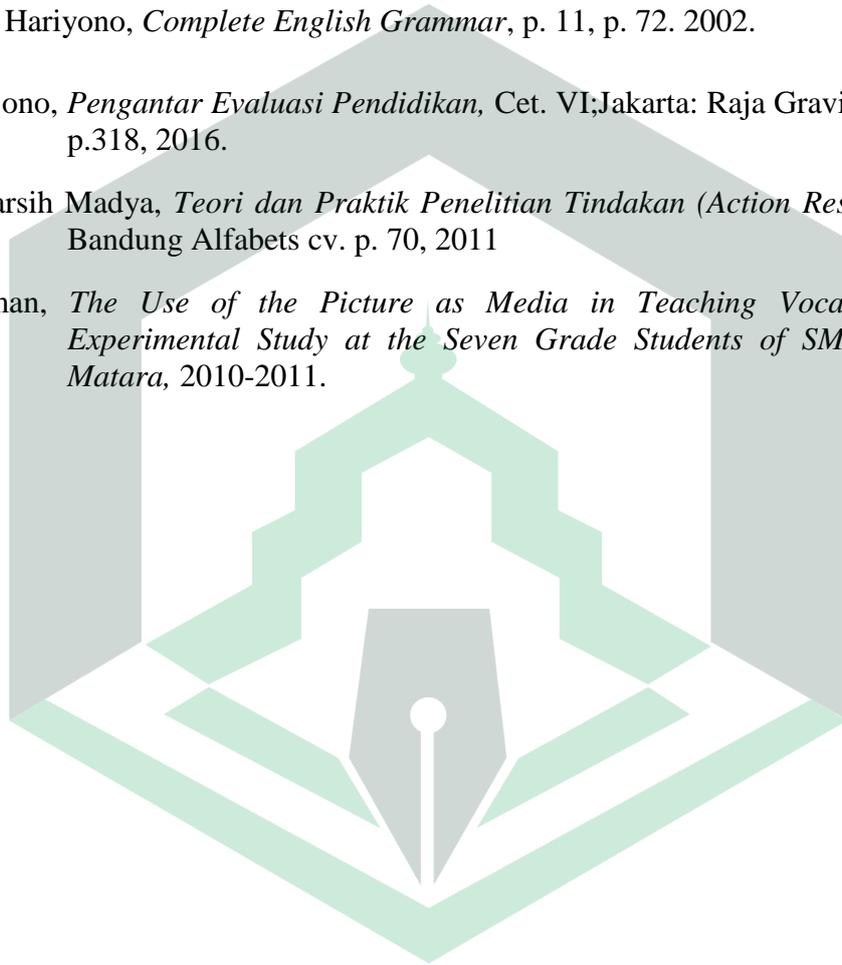
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A

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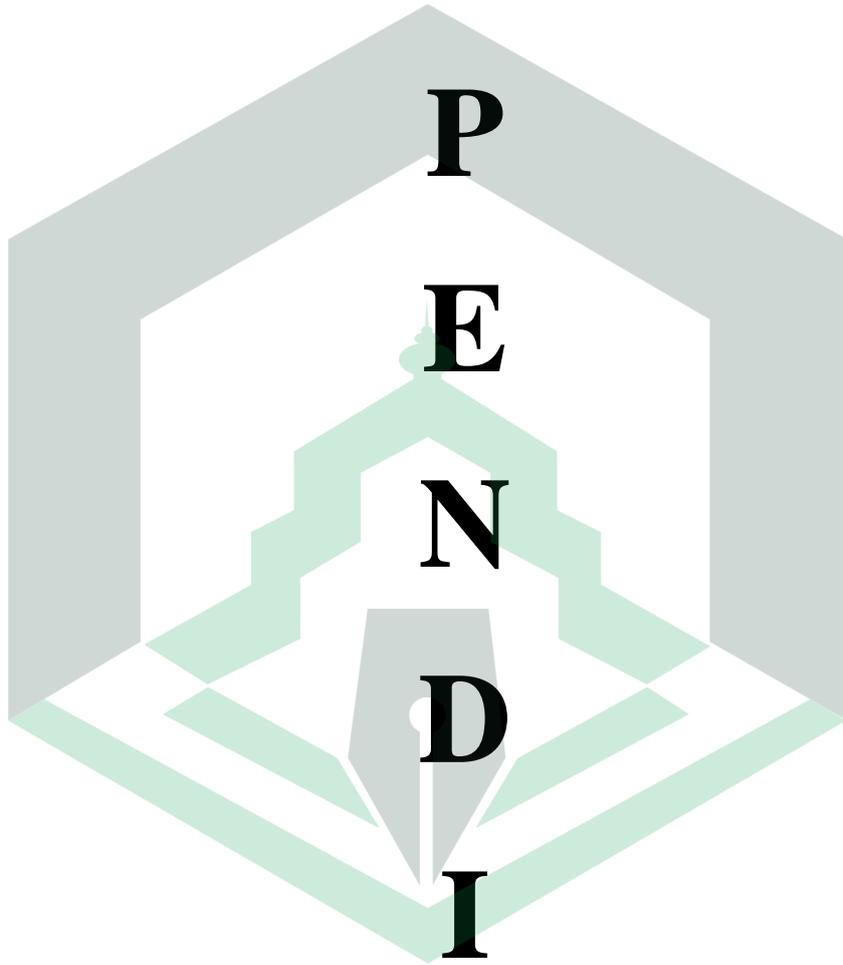
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N

D

I

X



**RENCANA PELAKSANAAN PEMBELAJARAN
(CYCLE I)**

Sekolah : SMK Negeri 1 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Ganjil
Alokasi Waktu : 3 x 40 menit

A. Kompetensi Dasar

1. Memahami, menerapkan, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja Bahasa Inggris Kls XI pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
2. Keterampilan melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris Kls XI Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar

- Melafalkan, memahami dan menghafal kosa kata benda dalam bahasa Inggris melalui permainan word wall media

C. Indikator Pencapaian Kompetensi

- Melafalkan kosa kata benda dalam bahasa inggris yang berkaitan dengan *accountancy*
- Memahami makna kosa kata benda dalam bahasa inggris yang berkaitan dengan *accountancy* yang terdapat di *wall*.
- Menghafal kosa kata benda dalam bahasa inggris yang berkaitan dengan *accountancy* melalui permainan *word wall* media.

D. Tujuan Pembelajaran

- Siswa dapat melafalkan kosa kata benda dalam bahasa inggris yang berkaitan dengan *accountancy*.
- Siswa dapat memahai kosa kata benda dalam bahasa inggris yang berkaitan dengan *accountancy* melalui permainan *word wall* media.
- Siswa dapat menghafal kosa benda dalam bahasa inggris yang berkaitan dengan *accountancy* melalui *word wall* media.

E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran

Media Pembelajaran

- *Word Wall*

Alat, Bahan, dan Sumber Pembelajaran

- *List Vocabulary about accountancy*
- Gabus, Spidol, Kertas, Lakban dan Paku.
- Sumber Internet

F. Jenis Penilaian

- Test Tertulis
- Test Lisan
- Pengamatan

G. Materi Pembelajaran

1. Pertemuan Pertama

No	Noun (Accountancy)	Terjemahan
1	Report	Melaporkan

2	Tax	Pajak
3	Auditor	Akuntan
4	Agencies	Lembaga
5	Cost	Biaya
6	Journal	Jurnal
7	Inventory	Inventaris
8	Dirty price	Harga kotor
9	Exercise price	Latihan harga
10	Fixed income	Penyelesaian harga
11	Party	Pihak
12	Interaction	Interaksi
13	Return	Kembali
14	Income Statement	Laporan laba rugi
15	Manager	Manajer
16	Agency	Keagenan
17	Insure	Menjamin
18	Inventory	Persediaan
19	Best Price	Harga terbaik
20	Settlement Price	Penyelesaian harga

Rearrange the alphabet bellow to become the right

- a. T-E-R-O-R-P =
- b. T-O-S-T =
- c. R-O-U-L-A-N-J =
- d. D-I-A-U-R-O-T =
- e. C-O-M-E-I-N D-E-I-X-F =

2. Pertemuan kedua

No	Verb (Accountancy	Terjemahan
----	--------------------	------------

1	Analized	Di analisis
2	Audited	Di audit
3	Justified	Di benarkan
4	Verified	Verifikasi
5	Prepared	Siap
6	Processed	Di proses
7	Reported	Melaporkan
8	Researched	Di teliti
9	Reviewed	Terakhir
10	Cycle	Siklus
11	Earn	Mendapatkan
12	Observes	Observasi
13	Evaluated	Mengevaluasi
14	Count	Menghitung
15	Prepare	Mempersiapkan
16	Compare	Membandingkan
17	Attach	Melampirkan
18	Found	Ditemukan
19	Notify	Memberitahukan
20	Detail	Merincikan

H. Langkah – Langkah Pembelajaran

1. Pertemuan Pertama

a. Kegiatan Pendahuluan (10 Menit)

- Mengucapkan salam dan berdo'a bersama
- Memberi literasi dengan menyuruh membaca bacaan yang ada hubungannya dengan pelajaran maupun tidak untuk menambah wawasan siswa dan memotivasi siswa untuk belajar.
- Mengecek kehadiran siswa.

- Memberi *brain storming* berupa pertanyaan yang sesuai dengan materi yang akan disampaikan.
- Memberikan *fill in the blank*

b. Kegiatan Inti (70 Menit)

- Guru menjelaskan kepada siswa tentang media *word wall*
- Guru menyampaikan materi yang akan digunakan dalam proses pembelajaran (*Noun*)
- Bagi peserta didik kedalam dua atau lebih kelompok beranggotakan 5 siswa, kemudian siswa diminta untuk maju ke depan.
- Siswa akan menempelkan kosa kata tentang *accountancy* yang telah mereka kuasai pada pembelajaran sebelumnya.
- Guru dan siswa mengecek jawaban yang benar.
- Guru memberikan penghargaan kepada kelompok yang mendapat skor tertinggi.

c. Kegiatan Penutup (10 Menit)

- Menanyakan kesulitan siswa tentang kosakata yang berkaitan dengan *the names' of accountancy*
- Memberitahukan PR dan pelajaran yang akan datang.
- Kesimpulan dari materi yang telah dipelajari.
- Berdoa
- Salam

2. Pertemuan kedua

a. Kegiatan Pendahuluan (10 Menit)

- Mengucapkan salam dan berdo'a bersama
- Memberi literasi dengan menyuruh membaca bacaan yang ada hubungannya dengan pelajaran maupun tidak untuk menambah wawasan siswa dan memotivasi siswa untuk belajar.
- Mengecek kehadiran siswa.
- Memberi *brain storming* berupa pertanyaan yang sesuai dengan materi yang akan disampaikan.

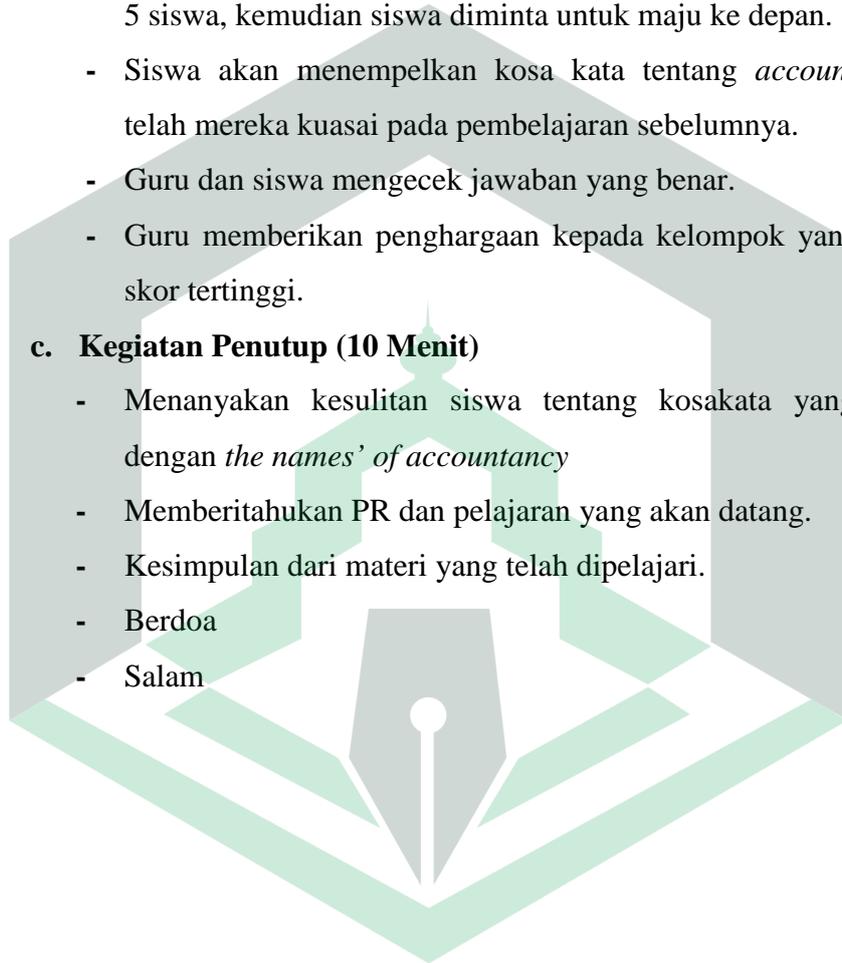
- Memberikan *fill in the blank*

b. Kegiatan Inti (70 Menit)

- Guru menjelaskan kepada siswa tentang media *word wall*
- Guru menyampaikan materi yang akan digunakan dalam proses pembelajaran (*Verb*)
- Bagi peserta didik kedalam dua atau lebih kelompok beranggotakan 5 siswa, kemudian siswa diminta untuk maju ke depan.
- Siswa akan menempelkan kosa kata tentang *accountancy* yang telah mereka kuasai pada pembelajaran sebelumnya.
- Guru dan siswa mengecek jawaban yang benar.
- Guru memberikan penghargaan kepada kelompok yang mendapat skor tertinggi.

c. Kegiatan Penutup (10 Menit)

- Menanyakan kesulitan siswa tentang kosakata yang berkaitan dengan *the names' of accountancy*
- Memberitahukan PR dan pelajaran yang akan datang.
- Kesimpulan dari materi yang telah dipelajari.
- Berdoa
- Salam



RENCANA PELAKSANAAN PEMBELAJARAN
(CYCLE II)

Sekolah : SMK Negeri 1 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Ganjil
Alokasi Waktu : 3 x 40 menit

A. Kompetensi Dasar

3. Memahami, menerapkan, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja Bahasa Inggris Kls XI pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
4. Keterampilan melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris Kls XI Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar

- Melafalkan, memahami dan menghafal kosa kata benda dalam bahasa Inggris melalui permainan word wall media

C. Indikator Pencapaian Kompetensi

- Melafalkan kosa kata benda dalam bahasa inggris yang berkaitan dengan *accountancy*
- Memahami makna kosa kata benda dalam bahasa inggris yang berkaitan dengan *accountancy* yang terdapat di *wall*.
- Menghafal kosa kata benda dalam bahasa inggris yang berkaitan dengan *accountancy* melalui permainan *word wall* media.

D. Tujuan Pembelajaran

- Siswa dapat melafalkan kosa kata benda dalam bahasa inggris yang berkaitan dengan *accountancy*.
- Siswa dapat memahai kosa kata benda dalam bahasa inggris yang berkaitan dengan *accountancy* melalui permainan *word wall* media.
- Siswa dapat menghafal kosa benda dalam bahasa inggris yang berkaitan dengan *accountancy* melalui *word wall* media.

E. Metode, Media, Alat, Bahan dan Sumber Pembelajaran

Media Pembelajaran

- *Word Wall*

Alat, Bahan, dan Sumber Pembelajaran

- *List Vocabulary about accountancy*
- Gabus, Spidol, Kertas, Lakban dan Paku.
- Sumber Internet

F. Jenis Penilaian

- Test Tertulis
- Pengamatan

G. Materi Pembelajaran

1. Pertemuan Pertama

No	Noun (Accountancy)	Terjemahan
1	Balance	Saldo

2	Bank charges	Biaya bank
3	Branch	Cabang
4	Check	Memeriksa
5	Check book	Buku cek
6	Credit	Kredit
7	Credit card	Kartu kredit
8	Current account	Rekening berjalan
9	Debit	Debet
10	Deposit account	Akun deposit
11	Interest	Bungan
12	Loan	Pinjaman
13	Overdraft	Penarikan berlebihan
14	Payee	Penerimaan uang
15	Paying in-slip	Membayar slip
16	Standing order	Pesanan tetap
17	Statement	Pernyataan
18	Bank	Bank
19	Government license	Pemerintah lisensi
20	Financial institution	Lembaga keuangan

- Pronounce the words correctly, based on the following
 - a. Current account
 - b. Bank charges
 - c. Balance
 - d. Credit card
 - e. Overdraft
2. Pertemuan kedua

No	Verb (Accountancy)	Terjemahan
1	Fill in	Mengisi
2	Pay in	Membayar dalam
3	Withdraw	Menarik
4	Afford	Mampu
5	Borrow	Meminjam
6	Lend	Meminjamkan
7	Invoice	Faktur
8	Owe	Berhutang
9	Report	Melaporkan
10	Invest	Menginvestasikan
11	Lease	Menyewakan
12	Transferring	Mentransfer
13	Tell	Mengatakan
14	Liquid	Cair
15	Correct	Benar
16	Journal	Jurnal
17	Direct	Mengarahkan
18	Recommended	Di rekomendasikan
19	Itemize	Memperinci
20	Segment	Ruas

- Please mention 10 words of noun verb (accountancy) that you know.

H. Langkah – Langkah Pembelajaran

1. Pertemuan pertama

a. Kegiatan Pendahuluan (10 Menit)

- Mengucapkan salam dan berdo'a bersama

- Memberi literasi dengan menyuruh membaca bacaan yang ada hubungannya dengan pelajaran maupun tidak untuk menambah wawasan siswa dan memotivasi siswa untuk belajar.
- Mengecek kehadiran siswa.
- Memberi *brain storming* berupa pertanyaan yang sesuai dengan materi yang akan disampaikan.
- Memberikan *fill in the blank*

b. Kegiatan Inti (70 Menit)

- Guru menjelaskan kepada siswa tentang media *word wall*
- Guru menyampaikan materi yang akan digunakan dalam proses pembelajaran (*Noun*)
- Bagi peserta didik kedalam dua atau lebih kelompok beranggotakan 5 siswa, kemudian siswa diminta untuk maju ke depan.
- Siswa akan menempelkan kosa kata tentang *accountancy* yang telah mereka kuasai pada pembelajaran sebelumnya.
- Guru dan siswa mengecek jawaban yang benar.
- Guru memberikan penghargaan kepada kelompok yang mendapat skor tertinggi.

c. Kegiatan Penutup (10 Menit)

- Menanyakan kesulitan siswa tentang kosakata yang berkaitan dengan *the names' of accountancy*
- Memberitahukan PR dan pelajaran yang akan datang.
- Kesimpulan dari materi yang telah dipelajari.
- Berdoa
- Salam

2. Pertemuan kedua

a. Kegiatan Pendahuluan (10 Menit)

- Mengucapkan salam dan berdo'a bersama
- Memberi literasi dengan menyuruh membaca bacaan yang ada hubungannya dengan pelajaran maupun tidak untuk menambah wawasan siswa dan memotivasi siswa untuk belajar.

- Mengecek kehadiran siswa.
- Memberi *brain storming* berupa pertanyaan yang sesuai dengan materi yang akan disampaikan.
- Memberikan *fill in the blank*

b. Kegiatan Inti (70 Menit)

- Guru menjelaskan kepada siswa tentang media *word wall*
- Guru menyampaikan materi yang akan digunakan dalam proses pembelajaran (*Verb*)
- Bagi peserta didik kedalam dua atau lebih kelompok beranggotakan 5 siswa, kemudian siswa diminta untuk maju ke depan.
- Siswa akan menempelkan kosa kata tentang *accountancy* yang telah mereka kuasai pada pembelajaran sebelumnya.
- Guru dan siswa mengecek jawaban yang benar.
- Guru memberikan penghargaan kepada kelompok yang mendapat skor tertinggi.

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- Menanyakan kesulitan siswa tentang kosakata yang berkaitan dengan *the names' of accountancy*
- Memberitahukan PR dan pelajaran yang akan datang.
- Kesimpulan dari materi yang telah dipelajari.
- Berdoa
- Salam

Penilaian

A. Teknik Penilaian : Tes Lisan

Instrument Penilaian

No	Aspek	Kriteria	Skor
1	Pengucapan	Aksen Penutur Asli	4
		Aksen Tertentu	3
		Aksen Kurang Mampu	2
		Aksen Salah	1
2	Kelancaran	Sangat lancar seperti penutur asli	4
		Lancar	3
		Kurang Lancar	2
		Tidak Lancar	1
3	Pemahaman	Memahami Tanpa Kesulitan	4
		Variatif dan Tepat	3
		Kurang Variatif dan Tepat	2
		Tidak Variatif dan Tepat	1

Penentuan Nilai:

$$\text{Penilaian Siswa} = \frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 4$$

B. Teknik penilaian : Tes Tulisan

Instrument Penilaian

No	Aspek	Diskripsi	Skor
1	Kosa kata	Hampir sempurna	5
		Ada kesalahan tapi tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan sehingga sulit untuk dipahami	1

		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan sehingga sulit untuk dipahami	1
2	Pilihan kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

Penentuan Nilai: $Penilaian\ Siswa = \frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 4$

Palopo, th August 2019

Guru Mata Pelajaran

Mahasiwa





Rina, S.Pd
NIP.

Dewi Supraba
15 0202 0097

Mengetahui,

Kepala Sekolah SMKN 1 Palopo



Ridwan Rajab, S.Ag
NIP. 19660405 200701 1 032



**FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Jl. Agatis Telp. 0471-22076 Fax. 0471- 325195 Kota Palopo

Nomor : 303/ In.19/PBI/PP.00.9/07/2019
Lampiran : 1 (satu) Lembar
Perihal : Permohonan Pengesahan Draft Proposal

Kepada Yth
Bapak Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di –
Palopo

Assalamu' Alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Dewi Supraba
NIM : 15 0202 0097
Jurusan : Ilmu Keguruan
Prodi : Pendidikan Bahasa Inggris
Judul : **Improving Students' Ability in Vocabulary Through Word Wall
Media of the Eleventh Grade at Vocational High School Number
1 Palopo**

Mengajukan permohonan kepada Bapak, kiranya berkenan mengesahkan Draft Proposal yang dimaksud di atas.

Demikian permohonan kami, atas perkenan Bapak diucapkan terima kasih.

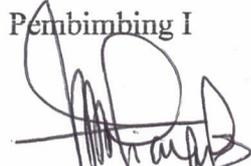
Wassalamu' Alaikum Wr. Wb.

Pemohon


Dewi Supraba
NIM 15 0202 0097

Menyetujui

Pembimbing I



Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

Pembimbing II



A. Tenrisanna Syam, S.Pd., M.Pd
NIP. 19860423 201503 2 005

Mengetahui
Ketua Prodi
Pendidikan Bahasa Inggris




S.E., M.Hum

PENGESAHAN DRAFT SKRIPSI

Setelah memperhatikan persetujuan para pembimbing atas Permohonan saudara (i) yang diketahui oleh Ketua Jurusan Ilmu Keguruan Fakultas Tarbiyah dan Ilmu Keguruan, maka draft Proposal yang berjudul : **Improving Students' Ability in Vocabulary Through Word Wall Media of the Eleventh Grade at Vocational High School Number 1 Palopo**, dan yang ditulis oleh: Dewi Supraba NIM 15 0202 0097 dinyatakan sah dan dapat diproses lebih lanjut

Palopo, 03 Juli 2019
a.n. Dekan
Wakil Dekan I Akademik
Dan Kelembagaan



Munir Yusuf, S.Ag., M.Pd
NIP. 19740602 199903 1 003





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN

Jl. Agatis Telp. 0471-22076 Fax. 0471-325195 Kota Palopo
Email: ftik@iainpalopo.ac.id Web: www.ftik-iainpalopo.ac.id

Nomor : 0957 /In.19/FTIK/HM.01/07/2019
Lampiran : -
Perihal : **Permohonan Surat Izin Penelitian**

08 Juli 2019

Yth. Kepala Badan Kesbangpol dan Linmas
Kota Palopo
di -
Palopo

Assalamu Alaikum Wr. Wb.

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

Nama	: Dewi Supraba
NIM	: 15 0202 0097
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (delapan)
Tahun Akademik	: 2018/2019
Alamat	: -

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi High School Number 1 Palopo dengan judul: **“Improving Students’ Ability in Vocabulary Through Word Wall Media of the Eleventh Grade at Vocational High School Number 1 Palopo”**. 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,



Dr. Nurdin K, M.Pd.

NIP. 19681231 199903 1 014



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT-SMK NEGERI 1 PALOPO

Jln.K.H.M. Kasim No.10 Telp.(0471) 21048 – 22208 Palopo

Website : <http://www.smkn1-plp.sch.id> Email : smea1palopo@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor: 421.5/281 -UPT SMK.1/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMK Negeri 1 Palopo menerangkan :

Nama : DEWI SUPRABA
NIM : 15 0202 0097
Jenis Kelamin : Perempuan
Program : S1 Pend. Bahasa Inggris
Alamat : Jl. Agatis, Balandai Kota Palopo

Telah selesai melaksanakan Penelitian di SMK Neg. 1 Palopo dari tanggal 09 Juli 2019 s.d 09 Agustus 2019 dalam rangka penyusunan *Skripsi* berdasarkan Surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, Nomor : 913/IP/DPMPSTP/VII/2019, Tanggal 09 Juli 2019, Perihal : Izin Penelitian, dengan judul penelitian :

“ IMPROVING STUDENTS ABILITY IN VOCABULARY THROUGH WORD WALL MEDIA OF THE ELEVENTH GRADE AT VOCATIONAL HIGH SCHOOL NUMBER 1 PALOPO . “

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

Palopo, 14 Agustus 2019
Kepala UPT SMK Neg. 1 Palopo,

Ridwan Rajab, S.Ag

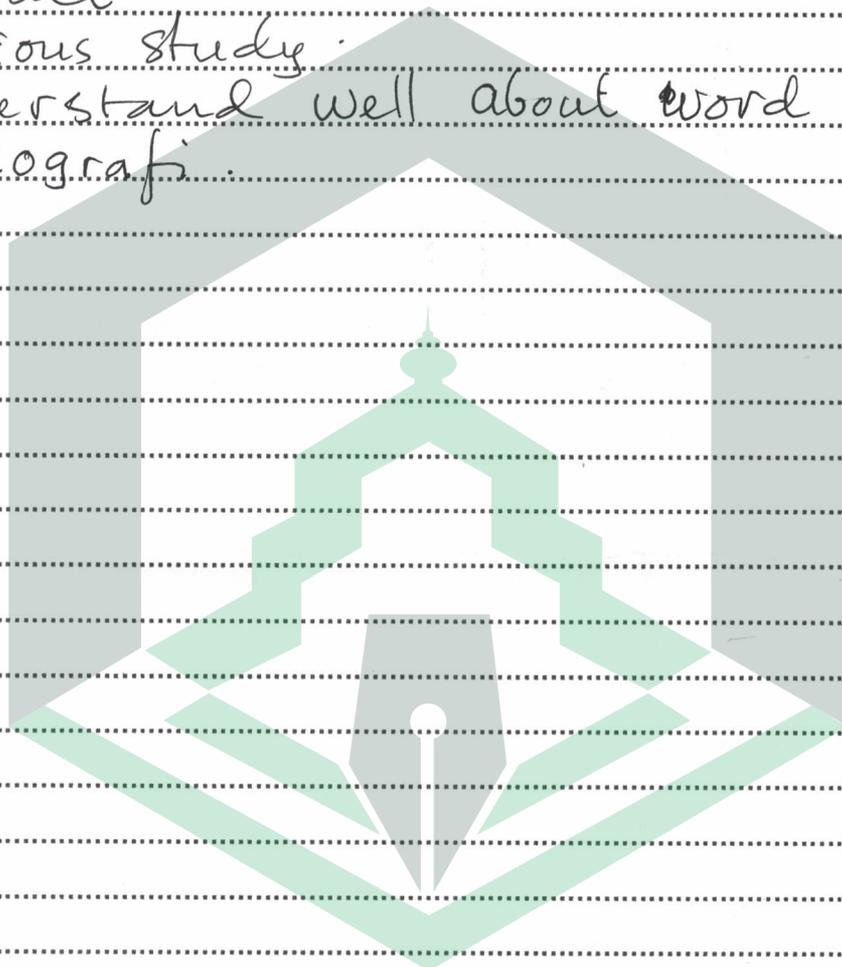
NIP. 196604052007011032



CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Dewi Supraba
NIM : 15 0202 0097
Jurusan/Program Studi : Ilmu Keguru/ Pendidikan Bahasa Inggris
Hari/Tanggal Ujian : Jumat / 06 September 2019
Judul Skripsi : Improving Students' Vocabulary Through Word Wall
Media at the Eleventh Grade of Vocational High School
Number 1 Palopo

- Abstract
- Previous study
- Understand well about word classes
- Bibliografi



Pembimbing/Penguji,

Wahibah M. Hum.
NIP.

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Dewi Supraba
NIM : 15 0202 0097
Jurusan/Program Studi : Ilmu Keguru / Pendidikan Bahasa Inggris
Hari/Tanggal :
Judul Skripsi : Improving Students' Ability in Vocabulary Through Word Wall Media of the Eleventh Grade at Vocational High Number 1 Palopo

- Abstract.
- Discussion : what makes successful in cycle 2, explain by the theory.
- Suggestion
- Bibliography

Pembimbing/Penguji,



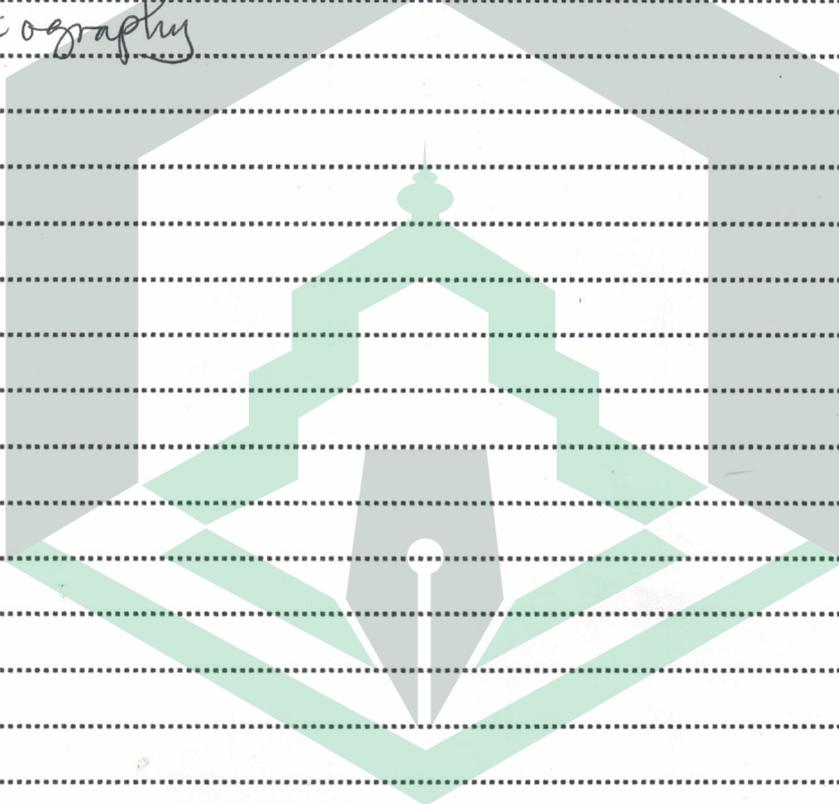
wahibah

NIP.

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Dewi Supraba
NIM : 15 0202 0097
Jurusan/Program Studi : Ilmu Kegur / Pendidikan Bahasa Inggris
Hari/Tanggal : Jumat / 30 Agustus 2019
Judul Skripsi : Improving Students' Ability in Vocabulary Through Word Wall Media of the Eleventh Grade at Vocational High Number 1 Palopo

- Please revise the following items
1. Interview from the students
 2. Discussion
 3. Bibliography
 - 4.



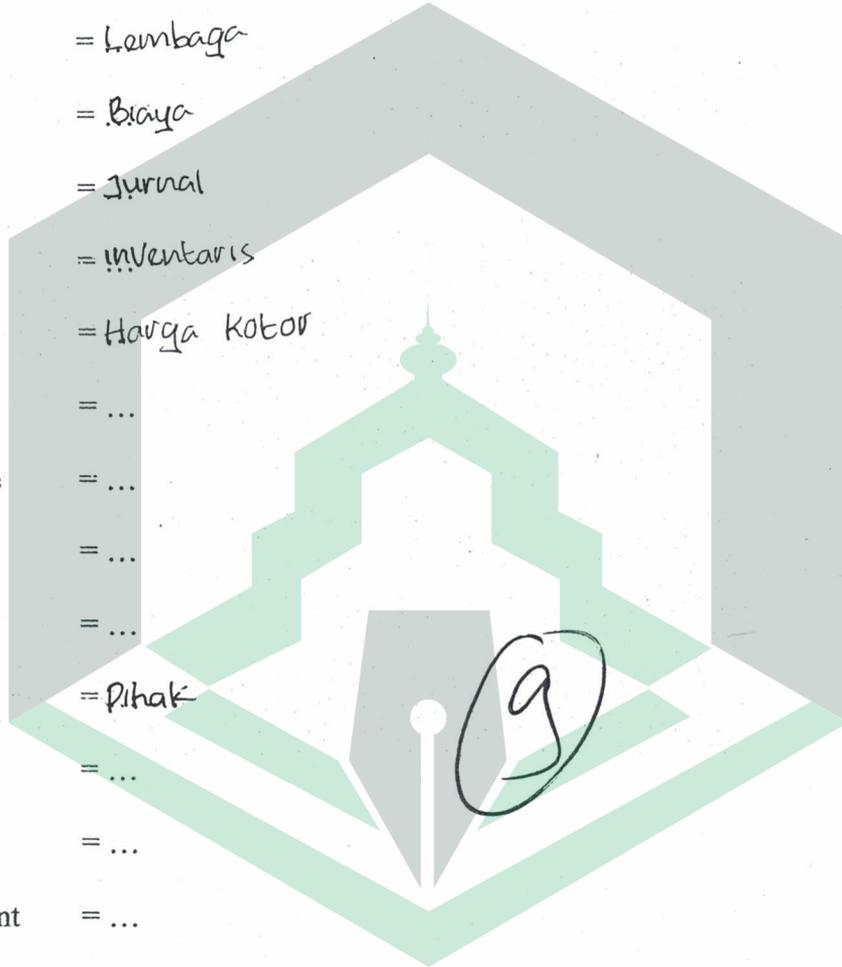
Pembimbing/Penguji,

A handwritten signature in black ink, appearing to be 'Dewi Supraba', is written over a horizontal line.

NIP.

Kata Benda (Noun)

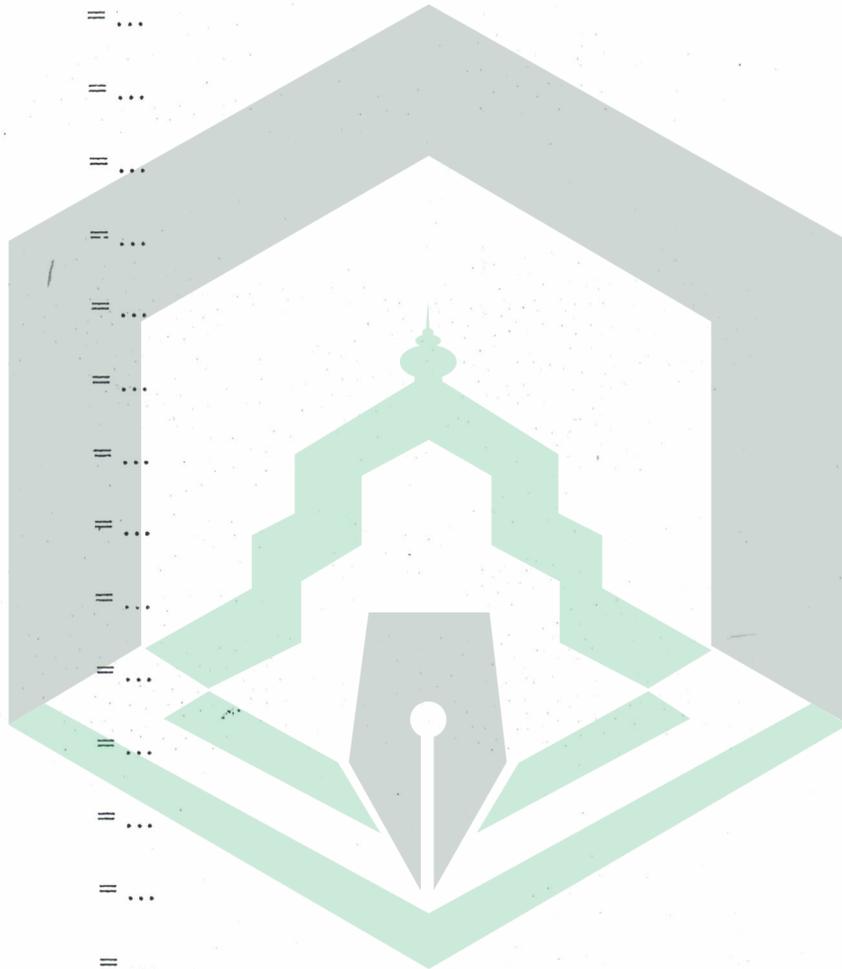
- 1. Report = Melaporkan
- 2. Tax = Pajak
- 3. Auditor = Akuntan
- 4. Agencies = Lembaga
- 5. Cost = Biaya
- 6. Journal = Jurnal
- 7. Inventory = Inventaris
- 8. Dirty Price = Harga kotor
- 9. Exercise Price = ...
- 10. Settlement Price = ...
- 11. Best Price = ...
- 12. Fixed Income = ...
- 13. Party = Pihak
- 14. Interaction = ...
- 15. Return = ...
- 16. Income statement = ...
- 17. Manager = ...
- 18. Agency = ...
- 19. Insure = ...
- 20. Inventory = ...



Score 23

Kata Kerja (Verb)

1. Analyzed = ...
2. Audited = ...
3. Justified = ...
4. Verified = ...
5. Prepared = ...
6. Processed = ...
7. Reported = ...
8. Researched = ...
9. Reviewed = ...
10. Cycle = ...
11. Earn = ...
12. Observes = ...
13. Evaluate = ...
14. Count = ...
15. Prepare = ...
16. Compare = ...
17. Attach = ...
18. Found = ...
19. Notify = ...
20. Detail = ...



Nama: Faith @lisabot tucla

Kelas: X AEN I

POST-TEST

Kata Benda (Noun)

1. Balance : Saldo
2. Bank Charges : Biaya bank
3. Branch : cabang
4. Checkbook : buku cek
5. Check : memeriksa
6. Credit : kredit
7. Credit Card : kartu kredit
8. Current Account : rekening berjalan
9. Debit : debot
10. Deposit Account : ~~acc~~ account deposit
11. Interest : bunga
12. Loan : pinjaman
13. Overdraft : ~~corukta~~
14. Payee : Penerimaan uang
15. Paying-in Slip : membayar Slip
16. Standing Order : Pesanan tetap
17. Statement : Pernyataan
18. Bank : bank
19. Government License : pemerintah lisensi
20. Financial Institution : lembaga keuangan

Kata Kerja (Verb)

1. Fill in : Mengisi
2. Pay in : Membayar dalam
3. Withdraw : menarik
4. Afford : Mampu
5. Borrow : meminjam
6. Lend : meminjamkan
7. Invoice : faktur
8. Owe : Berhutang
9. Report : Melaporkan
10. Invest : Menginvestasikan
11. Lease : menyewakan
12. Transferring : Menstransfer
13. Tell : Mengatakan
14. Liquid : Cair
15. Correct : ~~correct~~
16. Journal : Jurnal
17. Direct : Mengarahkan
18. Recommended : direkomendasikan
19. Itemize : Memperinci
20. Segment : Ruas

Nama = Jahriya-m
Kelas = XI Akuntansi

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POST-TEST

Kata Benda (Noun)

1. Balance : saldo
2. Bank Charges : biaya bank
3. Branch : cabang
4. Checkbook : buku cek
5. Check : memorandum
6. Credit : kredit
7. Credit Card : kartu kredit
8. Current Account : rekening berjalan
9. Debit : Debit
10. Deposit Account : akun deposit
11. Interest : bunga
12. Loan : pinjaman
13. Overdraft : ~~cek~~
14. Payee : penitipaan uang
15. Paying-in Slip : membayar slip di X
16. Standing Order : perintah tetap
17. Statement : pernyataan
18. Bank : bank
19. Government License : pemerintah lisensi
20. Financial Institution : lembaga keuangan

Kata Kerja (Verb)

1. Fill in : mengisi
2. Pay in : membayar dcauin
3. Withdraw : menarik
4. Afford : mampu
5. Borrow : meminjam
6. Lend : meminjamkan
7. Invoice : faktur
8. Owe : berhutang
9. Report : melaporkan
10. Invest : menginvestasikan
11. Lease : menyewakan
12. Transferring : mentransfer
13. Tell : memberitakau
14. Liquid : cair
15. Correct : ~~Correct~~ X
16. Journal : Jurnal
17. Direct : mengarahkan
18. Recommended : direkomendasikan
19. Itemize : memaparaei
20. Segment : ruas

Nama : Sulastri

Kelas : XI Akuntansi I

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The Names' of Accountancy

Kata Benda (Noun)

1. Report = Melaporkan
2. Tax = Pajak
3. Auditor = Akuntan
4. Agencies = Lembaga
5. Cost = Biaya
6. Journal = Jurnal
7. Inventory = Inventaris
8. Dirty Price = Harga kotor
9. Exercise Price = Labihan harga
10. Settlement Price = Penyelesaian harga
11. Best Price = Harga terbaik
12. Fixed Income = Pendapatan tetap
13. Party = Pihak
14. Interaction = Interaksi
15. Return = Kembali
16. Income statement = Laporan Laba rugi
17. Manager = Manajer
18. Agency = Keagenan
19. Insure = Menjamin
20. Inventory = Persediaan

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Stone WA

Kata Kerja (Verb)

1. Analyzed | = Di Analisis
2. Audited = Di Audit
3. Justified = Di benarkan
4. Verified = Verifikasi
5. Prepared = Siap
6. Processed = Di Proses
7. Reported = ..melaporkan
8. Researched = Diteuti
9. Reviewed = Terakhir
10. Cycle = Siklus
11. Earn = ..mendapatkan
12. Observes = ..observasi
13. Evaluate = ..mengevaluasi
14. Count = ..menghitung
15. Prepare = ..memperkirakan
16. Compare = ..membandingkan
17. Attach = ..melampirkan
18. Found = ..Ditemukan
19. Notify = ..membentahukan
20. Detail = ..merincikan

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DOCUMENTATION







