

**IMPROVING STUDENTS VOCABULARY BY USING WORD WALL
MEDIA AT THE SECOND GRADE OF SMPN 8 PALOPO**

A Thesis

*Submitted to the English Language of SI Tarbiyah Department and Teacher
Training Faculty of The State Islamic Institute of Palopo in Partial
Fulfillment of Requirement for S.Pd Degree in English Study program*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2021

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2021

THESIS APPROVAL

This thesis, entitled “Improving Student’s Vocabulary by Using Word Wall Media at The Second Grade of SMPN 8 Palopo” written by Ikbal, Reg. Number 14.16.3.0055, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in the MUNAQASYAH session which is carried out on Monday, May, 24th, 2021 M, coincided with syawal, 12nd 1442 H. It is authorized and acceptable as partial fulfillment of the requirement for S.Pd, a degree in English language teaching.

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Muharram, 14th 1442 H

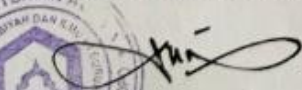
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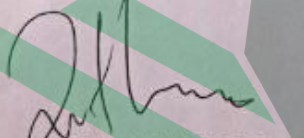
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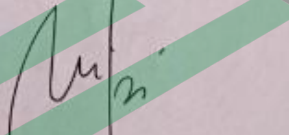
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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The writer hopes this thesis can give some value to the students of the English department and English teachers and the readers especially improving teaching-learning of vocabulary. The writer admits that this thesis is not perfect

sothat the writer will accept suggestions from the readers to make it better.The
writer hopes that this thesis would be beneficial to everyone.

Finally, the writer dedicates this thesis, May ALLAH SWT. Blessus.
Aamiin Allahumma Aamiin.

Palopo, November 19th, 2021



Ikbal



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ABSTRACT

Ikbal, 2021, Improving Students' Vocabulary by Using Word Wall Media at The Second Grade of SMPN 8 Palopo. Thesis, English Study Program of Tarbiyah and Teacher Training Faculty of the State Institute for Islamic Studies (IAIN) Palopo. Under Supervisors: Dr. Masruddin S.S., M.Hum. as the first consultant and Dr. Jufriadi, S.S., M.Pd. as the second consultant.

This research focuses on Improving students' vocabulary by using word wall media at the second grade of SMPN 8 Palopo. There are two research questions in this research: (1) Does the use of word wall effectively improve students' vocabulary?. and (2) How is the students' response to using word wall in learning vocabulary?. The objective of this research was to find out whether or not the use of word wall is effective to improve students' vocabulary of the eighth grade of SMPN 8 Palopo. This thesis applied pre-experimental method. The researcher got the score by using a test namely pre-test and post-test. The population of this research was the students of the eighth grade of SMPN 8 Palopo. The sample was taken by using total sampling. The sample was 25 students. The result of this research shows that there was a significant difference in pre-test and post-test after using this word wall. The result of the data showed that pre-test was 56.60 and post-test was 85.80. The mean score of post-test was greater than pre-test. It proved that the hypothesis (H_0) was rejected and hypothesis (H_i) was accepted. It means that there was a significant difference in teaching vocabulary before and after using word wall media.

Keywords: Improving Vocabulary, Word Wall.

CHAPTER I

INTRODUCTION

A. Background

A language is a tool of communication with other people. Language is a tool to convey our idea to get our goal. The 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 the student and to construct or organize our idea in the sentences and sentences that we produce are built by vocabulary.

After grammar and pronunciation, vocabulary is another aspect of language learning that requires continued growth and development for both native and nonnative speakers. Learning vocabulary in a foreign language appears to be easy, but memorizing it appears to be difficult for some students. The students often seem to find learning English in class to be tedious. Aside from that, the instructor teaches vocabulary by repeating the word and using the same technique at each class. As a result, students become bored and lose interest in attending vocabulary classes. Students will struggle to understand the context of what they hear and read if they do not have a sufficient vocabulary. They will also struggle to articulate their communication goals if they do not have a sufficient vocabulary. On the other hand, if they have a large vocabulary, they will improve

¹Henry Guntur Tarigan, "*pengajaran kosakata*" (Bandung: Angkatan, 1985.).

their English skills since a large number of words are needed for real-life communication.

Students are strongly inspired by the variety of media used by the instructor as a result of using media. They may not have to work hard to learn vocabulary. Word Wall is one of the media that can be used to teach vocabulary. A word wall is a series of words on a wall, bulletin board, or another display surface in a classroom that is written in large visible letters. Words are written in a board font so that they can be seen from all of the students' seats. The benefit of media is that they will learn vocabulary from what they hear and read; however, the students will also learn to listen and read from the instructor.

The researcher discovered that the students are unable to communicate in English and that many students dislike this lesson because it is difficult to comprehend. As a result, the researcher's goal in this study is to improve students' vocabulary skills, such as by using media of learning to draw students' attention to learning.

Word walls are simply a wall dedicated to displaying high-frequency words that are important for your students to know and use (these could be sight words or words that are used frequently in your class). These are the vocabulary that children are learning to read and write in early elementary classrooms. There may be terms relevant to concepts and subjects that students are talking about in upper-grade classrooms.

Aside from that, the primary goal of a word wall is to assist students in developing sight word awareness so that they can identify words at a glance.

Word walls are also visual, which aids students in remembering connections between words, retaining word knowledge, and eventually reading them automatically. Furthermore, students' mastery of English vocabulary proficiency is influenced by word walls, where media word walls are structured to promote learning, and community activities may also include students in the development and use of it. It is anticipated that by using the word wall, students can improve their English vocabulary comprehension without relying on the use of a dictionary or the teacher's definition of the word.

Based on the above definition, the writer attempts to use Word Wall media as a strategy for inspiring students' interest in learning English vocabulary. The author suggests that word wall media will help students develop their vocabulary. As a result, the author is interested in researching "Improving Students Vocabulary by Using Word Wall Media at the Second Grade of SMPN 8 Palopo".

B. Problem Statement

Based on the background of the research, the author formulates the following research questions: Does Word Wall media effective to improve the students' vocabulary in SMPN 8 Palopo?

C. The Objective of the Study

This research aims to discover Word Wall media at SMPN 8 Palopo to help students effectively develop their vocabulary.

D. Significance of the Study

The importance of the study:

1. For writer

The researcher hopes that by conducting this analysis, he can gain some experience and information about his subject that will be useful in the future.

2. For Teacher

The researcher hopes that by conducting this analysis, the findings would be useful in contributing to the growth of English teaching at SMPN 8 Palopo. The researcher hopes that by using Word Wall media, they would be able to recognize their students' difficulty memorizing English terms. As a result, the students will have a higher level of success and will be able to expand their vocabulary.

3. For Students

By using Word Wall media as an alternative form of teaching and learning, students should be able to expand their English vocabulary and interact effectively with others.

E. Scope of the Study

This study is limited to students in the second grade of SMPN 8 Palopo who want to improve their vocabulary, especially nouns, verbs, adverbs, and adjectives.

F. Definition of Terms

The writer provides the following meaning based on the title above:

1. Vocabulary

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

2. Media

Media are something which could give a message and stimulated the brain of the students; their feeling and desire so in the learning process the use of media.⁴ Based on the concept above, the researcher can deduce that media are a medium for transmitting messages and can also stimulate one's mind and feelings (students), thus encouraging the learning process.

3. Word Wall

A word wall is a series of words on a wall, bulletin board, or another display surface in a classroom that is written in large visible letters.

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

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

⁴Asnawir and Usman, *Media Pembelajaran*, (Cet. 1 ; Jakarta: CiputatPers, 2002).



CHAPTER II

REVIEW OF LITERATURE

A. Previous Study

The researcher describes some researcher whois relevant to this thesis:

According to Erin, highlight well-selected words and assist teachers in laying a basis for student material vocabulary comprehension. They also aid in word learning by highlighting root words, suffixes, and prefixes, as well as their meanings. This aids students in decoding text context. Additionally, students become more mindful of terms and meanings as they use the word walls. This aids comprehension of the text. It also aids students in becoming more conscious of words in their surroundings.⁵

There have been several studies that have used the Word Walls approach to help students develop their vocabulary achievement. Maria Ashanti Aritonang was one of the researchers who under took an action research project aimed at

⁵Erinn L. Henrichs, B.S. 2011. *Interactive Word Walls and Student Perceptions of Vocabulary*.Thesis. San Marcos: Texas State University

improving students' vocabulary achievement through the use of a word wall. Because it can help students recognize, promote independence, develop a growing core of words, and provide reference support for students during their reading and writing, a word wall is an effective, enjoyable, and interesting way to each vocabulary because it can help them recognize, promote independence, develop a growing core of words, and provide reference support for students during their reading and writing.⁶

The difference between Erin and Maria Ashanti Aritonang, According to Kieff, the word wall encourages independent learning habits by providing a handy guide when students finish their reading and writing activities. Word wall media has proven to be extremely beneficial to students in the writing process. They will benefit from learning new words, foreign words, and their spelling.⁷

Based on the results researcher's interpretation, the researcher assumes that there are gaps between previous studies and the researcher's study. The distinction between researchers and geographical location. The research will find out how to improve students' vocabulary in teaching students by searching for differences and similarities from the previous report. Especially in the SMPN 8 Palopo.

B. The concept of vocabulary

1. Definition

Vocabulary is a vital requirement that affects students' progress in English classes. Without vocabulary, it is impossible to communicate, read, or write. As a

⁶Aritonang, Maria Martina. 2010. *Improving Students' Achievement on Vocabulary through Word Walls*. Thesis. Medan: State University of Medan

⁷Kieff, J. (2003). *Winning Ways with Word Walls*. Department of Curriculum and Instruction: University of New Orleans.

result, knowing the vocabulary is important. Some experts' definitions or concepts of vocabulary are as follows:

According to David Nunan, having a proper "vocabulary is necessary for successful second language usage since, without it, we would be unable to use the structure and role we might have mastered for comprehensible communication".⁸ As we all know, English is a "World Language," and it is now one of the most widely used communication tools in the world. So, we must have plenty of 'banks of English words'. Otherwise, you will need to learn English grammar and practice pronunciation.

2. Types of vocabulary

In general, we can split our vocabulary into two categories: passive vocabulary and active vocabulary. All the words you understand when you read or listen but don't use (or can't remember) in your own writing and speaking are considered passive vocabulary. All of the words you use, as well as all of the words we can use ourselves, are considered active vocabulary. In both English and your native tongue, our active vocabulary is likely to be much smaller than our passive vocabulary.

There are several forms of learning vocabulary that learners often use, as follows:

a) Reading vocabulary

Reading vocabulary refers to all of the words he or she may remember. Simply because it included the other, this is a broad type of vocabulary.

⁸David Nunan, "Language Teaching Methodology", (New York: Prentice-Hall,1991).

b) Listening vocabulary

When listening to speech, a person's reading vocabulary is made up of all the words he or she recognizes. The meaning and tone of voice help to expand this vocabulary.

c) Writing vocabulary

Many of the words he or she will use in writing are included in his or her reading vocabulary. Unlike the other two forms of vocabulary, the writing vocabulary is stimulated by the consumer.

d) Speaking vocabulary

All of the words he or she will use in speech are considered speaking vocabulary. Face language, tone of voice, and hand movements can be used to compensate for this minor and unintended misuse.⁹

Vocabulary is important for students to have something to hold on to when studying every subject. According to some experts, vocabulary can be divided into many categories, including:

Harmer categorizes words into four categories:

a) Oral vocabulary

The words that a person uses to convey ideas orally and consciously are referred to as oral vocabulary. It is made up of words that are actively used in speech and that fall easily to one's tongue during a conversation.

b) Writing vocabulary

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

Words widely used in writing are referred to as writing vocabulary; it is a set of words that come easily to one's finger vocabulary in writing.

c) Listening vocabulary

What a person can understand when they are heard is referred to as their listening vocabulary.

d) Reading vocabulary

Someone who can understand them in written form is referred to as a reader vocabulary.¹⁰

3. Function of vocabulary

In language, vocabulary is very important to construct sentences. Our language is identical to a bone in our body. Our bodies would not be as fine as they should be if we don't have the bone. Nobody can communicate their emotions to others. An instructor will be perplexed when trying to explain the lesson to the students. Members of the group will share their ideas for social, economic, and environmental growth, among other things. As a consequence, vocabulary is considered to be the foundation of language; without it, the language cannot grow.

4. Principle of teaching vocabulary

To achieve a better outcome when teaching vocabulary, the instructor must consider those vocabulary learning concepts. According to Harmer, one of

¹⁰*Ibid.*, p.159

the most difficult aspects of teaching vocabulary is deciding which words to teach.¹¹

Rismawati proposes the following eight concepts for teaching and learning vocabulary.¹²

a) Aims

If we are not clear about our goals and how many of the vocabularies mentioned we expect learners to be able to do while teaching vocabulary, it will be difficult to determine how effective the vocabulary learning has been.

b) Quantity having

Decides what is involved in vocabulary learning, then divides the quantity of vocabulary, and eventually assigns a number based on a range of factors varying from the class and students to the teacher.

c) Need

In most cases, an instructor consults a coursebook or syllabus to assess what vocabulary should be taught to students.

d) Frequent exposure and repetition

There must be a certain amount of repetition in vocabulary teaching and learning before there is proof that the students have mastered the target words.

e) Meaning presentation

¹¹Harmer, Jeremy. 1991. *The practice of English Language Learning*. New Edition. London: Logman Group.

¹²Rismawati, 2004. *Using Flash Cards In Teaching Vocabulary*. Thesis. Makassar: FKIP Unismuh.

The students must have a good understanding of the vocabulary lessons when introducing them.

f) Presentation of the Situation

The words used are fitting for the situation in which the student finds himself.

g) Presenting Contest

Planning a race word very seldom occur in isolation, so the students need to know the usual contest that the words occur in.

h) Vocabulary learning of both the mother tongue and the target language.

According to Wallace, there are six steps to acquiring vocabulary in both the mother tongue and the target language.

- 1) There is a perceived need
- 2) The learner is subjected to a large amount of his language, with plenty of opportunities for repetition of what he is learning
- 3) The learner is in control of his learning
- 4) The target language is almost always encountered in the right situation and the right competition
- 5) Since the words are learned as they arise out of a felt need in a particular situation, they usually have a clear denotation
- 6) Inference (questing) procedures in vocabulary learning¹³.

C. The Concept of Word Wall Media

1. Definition

¹³Wallace, Michael J. 1989. *Teaching vocabulary*. New York ELBS: Oxford University Press.

A word wall is a series of words on a wall, bulletin board, or another display surface in a classroom that is displayed in large visible letters. The terms are written in a large font on the front so that they can be seen from all student seating areas. The instructor and the students use these words often in a unit or phrase in a variety of activities.¹⁴

On the classroom, a word wall is an ordered array of large print words. A word wall aids in the development of a print-rich atmosphere for students and can be an excellent tool for promoting group learning.¹⁵

2. Types of Word Wall Media

Wagaman thinks that Word Walls come in a variety of shapes and sizes, according to her.¹⁶

a) General Word Wall

Teachers should use any vocabulary that will support them in the classroom, such as high-frequency words, topic-specific words, and so on.

b) Term Wall with a High Frequency

This will involve terms like "the," "and," "at," "about," "because," and others that are commonly used.

c) Word Wall for Vocabulary

¹⁴Cranberry, Jennifer. 2004. WordWalls. (articleVol.1). (<http://www.curriculum.org/tcf/teachers.projects/repository/wordwalls.pdf>, retrieved, 3 August 2010).

¹⁵Green, 1993. *Teaching Vocabulary With Word Wall*. New York.

¹⁶Wagaman, Jennifer. 2009. *The Basic Word Wall*. (Article, Vol. 1) 101 Com/content/the-basic-of-a-word-wall-a 178812, retrieved, 23 August 2010).

This will concentrate on vocabulary words that the teacher needs the students to learn during the school year.

d) Typical patterns Wall of Words

For younger classes who are still studying phonetic patterns in words, this is a good subject.

e) Phrase Wall of Content

These are best used by material teachers, but they can also be used in the classroom.

f) Thematic Word Wall

This will be a word wall dedicated to the season, a particular book, or a particular holiday.

g) Word Wall by Genre

This word wall focuses on terms that are associated with a certain genre, such as poetry, novels, or non-fiction.

h) Your Own Word Wall

These are ideal for special education students who need to concentrate on a particular set of goals or vocabulary terms.

i) Word Wall for Word Study

Prefixes, suffixes, verbs, adverbs, contractions, and more will be covered on this word wall.

j) Million Dollar Word Wall

This word wall focuses on alternatives to commonly used words. Nice, for example, has the following adjectives: agreeable, delightful, fantastic, charming, pleasant, affable, and others

3. Teaching Vocabulary By Using Word Wall Media

Before, during, or after reading, this technique can be used. Before reading, the teacher used the word wall to introduce new vocabulary. During the reading, students were encouraged to look for words that they didn't recognize and put them on the word wall to learn. After reading, the class may review or practice, such as when the teacher asked the students to "read the wall," and they discovered an unfamiliar word on the word wall and learned its meaning. As a result, students should use word walls as a resource when looking for new and interesting words to use in their reviews¹⁷. To use a word wall in the classroom, follow these steps.

- a) Make a plan for how you will use the word wall. Word walls can be used to help students learn a word-frequency or to develop a vocabulary around a particular theme. For example, word walls could be themed around the tropical rainforest, biography, or anything else that you want to teach.
- b) Choose the words that will be used in the lesson. Choose a few teaching words and post them on the wall.
- c) Teach the words before reading. Involve students in a lively debate about the words. Teachers may choose to include a brief definition of the term.
- d) After reading, the class can go over the words again or practice them.

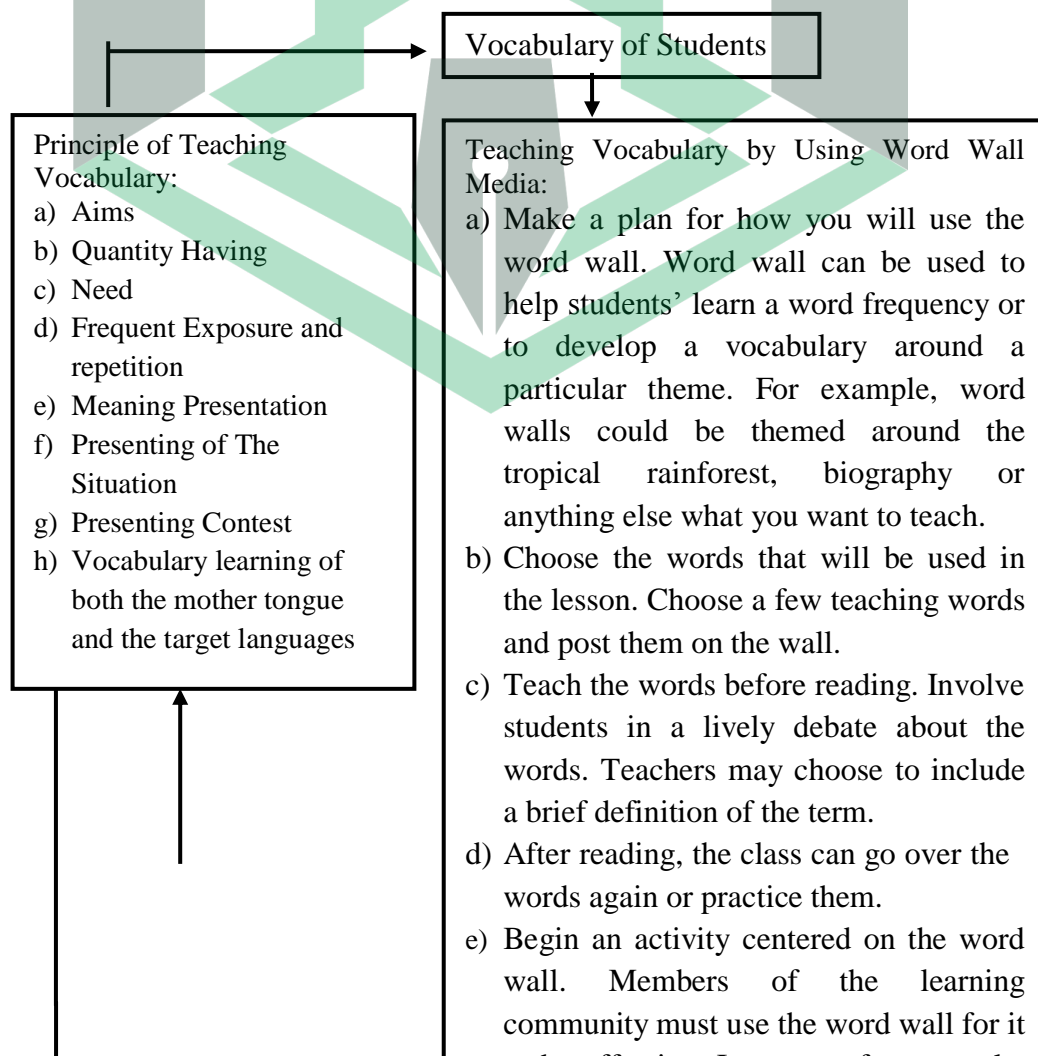
¹⁷GalihAriffansyah, *Teaching Vocabulary: Interactive Word Wall Strategy*, 2013,n.p.http://teaching-vocabulary-interactiv-wordwall-strategy_Let'sStudy English.html. Access on 12/4/2014. 06:37

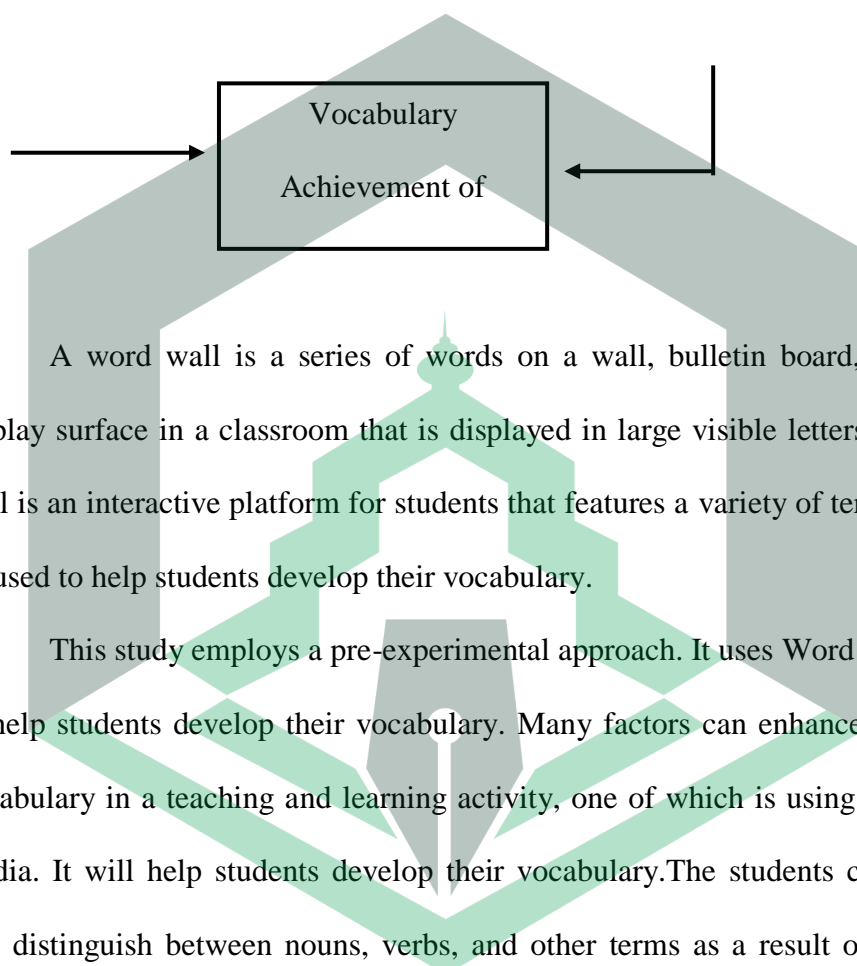
- e) Begin an activity centered on the word wall. Members of the learning community must use the word wall for it to be effective. In games, for example, word walls were used as a reference. It will encourage students to create their word walls. Word Wall as an Example:



D. Theoretical Framework

The following is the theoretical conceptual basis for this study:





A word wall is a series of words on a wall, bulletin board, or another display surface in a classroom that is displayed in large visible letters. The word wall is an interactive platform for students that features a variety of terms that can be used to help students develop their vocabulary.

This study employs a pre-experimental approach. It uses Word Wall media to help students develop their vocabulary. Many factors can enhance a student's vocabulary in a teaching and learning activity, one of which is using Word Wall media. It will help students develop their vocabulary. The students can describe and distinguish between nouns, verbs, and other terms as a result of the study. Aside from that, the students' performance has significantly improved.

E. Hypothesis

The hypothesis for this study is as follows:

(Ho) Using word wall media does not improve students' vocabulary mastery substantially.

(Hi)The use of word wall media increases students' vocabulary mastery dramatically.



CHAPTER III
RESEARCH METHOD

A. Research Design

1. Method

This study used a pre-experimental template with a single class pre-test and post-test. Pre-experimental research was performed to determine the relationship between cause and effect in the real world.¹⁸ It aimed to describe how students can improve their vocabulary by using word wall media in the second grade at SMPN 8 Palopo.

2. Design

The design of this research as follows:

Pre-test Treatment Post-test

¹⁸Masyuhuri, Zainuddin, *Metodologi Penelitian Pendidikan Pendekatan Praktis dan Aplikatif*, (Malang: PT.Refika Aditama, 2011), p.43.

O_1	X	O_2
-------	---	-------

Where: O_1 = Pre-test

O_2 = Post-test

X = Treatment by using word wall media

B. Population and Sample

The study's population was second-grade students from SMPN 8 Palopo, with a sample size of 25.

1. Population

The participants in this study in Developing Students Vocabulary by Using Word Wall Media at SMPN 8 Palopo were 25 students in second grade.

2. Sample

The researcher concentrated on students in the second grade at SMPN 8 Palopo because they continue to struggle with vocabulary. This study's sample consists of 25 students in a single class.

C. The instrument of the Research

1. Vocabulary Test

Vocabulary tests were used to gather information about students' progress before and during the teaching-learning process.

There were two aspects to the vocabulary test: a pre-test and a post-test. A pre-test was used to assess the students' vocabulary before they received treatment from the instructor. A post-test was used to assess the students' vocabulary after they had received treatment.

D. The Procedure of Data Collection

The data was collected using the procedures listed below:

1. Pre-test

The writer conducted a pretest before administering treatment. The researcher in this case instructs the students to complete the vocabulary test on their own. For the experimental class, the researcher distributes a vocabulary test with 20 items. After completing the post-test, the students collect it. For 60 minutes, the test was run.

2. Treatment

After giving a pre-test, the treatment was given to the students. The treatment was carried out in three meetings. Each meeting takes 90 minutes, so the total time for three meetings is 270 minutes. It was done for three weeks. The treatment was divided into three steps. In the first step, the researcher explained the material relevant to the topic, divided the students into five groups. Each group was given one worksheet of the word wall. Then the researcher explained about word wall. In the second step, each group discussed the worksheet. And finally, the researcher corrected some mistakes done by the students.

- a. At the second meeting, the researcher gave a worksheet of word wall with the topic “public places” and the question “what do you think about public places

and fill in the empty circle below with the correlated words that you know”. The researcher gave the students the word wall worksheet and gave some clues to the students about how to make the word wall. The clues were the definition, characteristics, and all related to the topic. The worksheet consists of an empty circle and the researcher asked the students to fill in an empty circle based on the topic. After that, each student was given five minutes to pay attention to their paper. And the students explained their answers in front of their group. After all, students get their turn and the researcher gave correction of the mistake made.

b. At the third meeting, the researcher gave a worksheet of word wall with the topic “school” and the question “what do you think about school and fill in the empty circle below with the correlated words that you know”. The researcher gave the students the word wall worksheet and gave some clues to the students about how to make the word wall. The clues were the definition, characteristics, and all related to the topic. The worksheet consists of an empty circle and the researcher asked the students to fill in an empty circle based on the topic. After that, each student was given five minutes to pay attention to their paper. And the students explained their answers in front of their group. After all, students get their turn and the researcher gave correction of the mistake made.

c. At the fourth meeting, the researcher gave a worksheet of word wall with the topic “transportation” and the question “what do you think about transportation and fill in the empty circle below with the correlated words that

you know”. The researcher gave the students the word wall worksheet and gave some clues to the students about how to make the word wall. The clues were the definition, characteristics, and all related to the topic. The worksheet consists of an empty circle and the researcher asked the students to fill in an empty circle based on the topic. After that, each student was given five minutes to pay attention to their paper. And the students explained their answers in front of their group. After all, students get their turn and the researcher gave correction of the mistake made.

3. Post-test

A post-test is used to assess the value of counseling by deciding if the post-test result is greater than the pretest, and it is often used to determine if students' vocabulary has improved. Multiple-choice tests are used, and the test for the experimental class contains 20 objects. The students then got their post-test results. It takes 60 minutes to complete the exam.

E. The Technique of Data Analysis

Before analyzing the data, the researcher collected it and analyzed it using the following procedures:

1. Assessing the students' answers to the vocabulary test

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

2. The following criteria are used to identify a score or a test:

Classification	Score	Rating
Extremely Well	86-100	6
Well	76-85	5
Average	56-75	4
Fair	36-55	3
Poor	16-35	2
Extremely Poor	0-15	1

Using SPSS 20, this study looked for the mean score and standard derivation of students' scores in the pre-test and post-test.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The results of this study's findings indicate the outcome of statistically analyzed data and data tabulating. It measures the students' pre-test and post-test scores, the classification percentage of students' pre-test and post-test scores, the mean score and standard deviation of the students' pre-test and post-test scores, and the mean score and standard deviation of the students' pre-test and post-test scores.

1. The analysis of students' vocabulary scores in pre-test and post-test.

a. Pre-test (O_1)

The researcher displays the total score of the students' vocabulary test (correct answers) in the pre-test, the mean score and standard deviation of the students, and the rate percentage of the students' vocabulary test score in the pre-test in this segment. The researcher uses the SPSS 20 software to display the data in tables and measure the ranking. The researcher then presents the students' complete score on the vocabulary test in the pre-test, as can be seen in table 4.1:

Table 4.1
Students' Vocabulary Test Scores in Pre-test

Respondent	Correct Answer	Score
R1	14	70
R2	13	65
R3	14	70
R4	15	75
R5	15	75
R6	15	75
R7	14	70
R8	15	75
R9	8	40
R10	10	50
R11	11	55
R12	12	65
R13	10	50
R14	13	65
R15	12	60
R16	5	25
R17	5	25
R18	4	20

R19	16	80
R20	15	75
R21	15	75
R22	10	50
R23	6	30
R24	10	50
R25	6	30

Table 4.1 reveals that the lowest score was 20, which was achieved by just one student. Aside from the highest score of 80, only one student received it.

Besides, the researcher provided and tabulated the mean score of the correct answers of the students. Table 4.2 illustrates this:

Table 4.2
The Mean Score of Students' Correct Answer in Pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Noun	25	20,00	80,00	56,6000	18,80381
Valid N (listwise)	25				

Table 4.2 reveals that the students' highest score is 80.00 and their lowest score is 20.00. It also shows that the mean score on the pre-test vocabulary test for students is 56.6000, with a standard deviation error of 18.80381.

On the other hand, the researcher has written the students' correct response scores on a word wall before administering care, which is shown in a table with a percentage ranking. Table 4.3 demonstrates this point.

Table 4.3
The Correct Answer Rate Percentages Score of the Students in the Pre-test

Classification	Score	Rating	Frequency	Percentage
----------------	-------	--------	-----------	------------

Extremely Well	86-100	6	-	0%
Well	76-85	5	1	4%
Average	56-75	4	13	52%
Fair	36-55	3	6	24%
Poor	16-35	2	5	20%
Extremely Poor	0-15	1	-	0%
			25	100%

The students' score in the frequency of the pre-test is shown in table 4.3. It reveals that there were no students who scored extremely well (0%) and only one (4%) who scored well. The other revealed that 13 (52%) of students received an average, while 6 (24%) received a fair. It also reveals that 5 (20%) of the students were poor, with none (0%) of the students being extremely poor. Based on the data above, it can be seen in the table that no one student performed especially extremely well, and the students' indicated vocabulary test scores remained poor.

b. Post-test (O₂)

The researcher displays the total score of students' vocabulary test (correct answers) in post-test, the mean score and standard deviation of students', and the rate percentage of students' vocabulary test score in post-test in this segment. The researcher uses the SPSS 20 software to display the data in tables and measure the ranking. The researcher then displays the students' full vocabulary test scores in the post-test. Table 4.4 shows the tabulation of the students' post-test scores:

Table 4.4
Students' Vocabulary Test Scores in the Post-Test

Respondent	Correct Answer	Score
R1	16	80
R2	16	80
R3	16	80
R4	19	95
R5	17	85
R6	16	80
R7	18	90
R8	17	85
R9	17	85
R10	18	90
R11	19	95
R12	17	85
R13	18	90
R14	16	80
R15	20	100
R16	15	75
R17	18	90
R18	17	85
R19	19	95
R20	19	95
R21	16	80
R22	18	90
R23	17	85
R24	16	80
R25	14	70

Table 4.4 reveals that the lowest score was 70, and only one student received it, while the highest score was 100, and only one student received it.

Besides, the researcher provided and tabulated the mean score of the correct answers of the students. Table 4.5 shows this:

Table 4.5
The Mean Score of Students' Correct Answer in Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Noun	25	70,00	100,00	85,8000	7,17054
Valid N (listwise)	25				

Table 4.5 reveals that the students' highest score is 100.00 and their lowest score is 70.00. It also shows that the mean score on the pre-test vocabulary test for students is 85.8000, with a standard deviation error of 7.17054.

On the other hand, the researcher has written the students' correct answer scores on a word wall before delivering care, and this information is displayed in the table rate percentage ranking. Table 4.6 illustrates this.

Table 4.6
The Correct Answer Rate Percentages Score of the Students in the Post-test

Classification	Score	Rating	Frequency	Percentage
Extremely Well	86-100	6	10	40%
Well	76-85	5	13	52%
Average	56-75	4	2	8%
Fair	36-55	3	-	-%
Poor	16-35	2	-	-%
Extremely Poor	0-15	1	-	-%
			25	100%

The students' score in the frequency of post-test is shown in table 4.3. It reveals that 10 students (40%) earned extremely well, while 13 students (52%) received well. The other revealed that two students (8 %) received an average and none (0 %) received fair. It also demonstrates that there were no students (0%) who received poor and extremely poor. Based on the data above, it is obvious from the table that no student earned a fair, poor, or extremely poor score on the indicated vocabulary test of the students.

This study will not only show the mean score in the vocabulary test, but it will also show the overall mean score and standard deviation in the pre-test and

post-test, and compare the two. The outcome is described in the form of descriptive statistics in a table. Table 4.7 illustrates this.

Table 4.7
Pre-test and Post-test Statistics for Paired Samples

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	56,6000	25	18,80381	3,76076
	POSTEST	85,8000	25	7,17054	1,43411

Table 4.8
Paired Sample Correlation

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PRETEST & POSTEST	25	,245	,238

The mean pre-test score of the students was 56.6000, and the mean post-test score was 85.8000, as shown in table 4.7. The pre-test standard deviation was 18.80381, while the post-test standard deviation was 7.17054. It means that students' vocabulary is being increased by the use of a word wall.

Table 4.9
The Paired Sample Test of Pre-test and Post-test

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	29,20000	18,40969	3,68194	36,79915	21,60085	7,931	24	,000

SPSS 20 was used to test the hypothesis. In this case, the researcher used a measure of significance for a paired sample test, which is a test that determines the significance of the discrepancy between the pre-test and post-test results of students' mean scores.

Assuming that the level of significance (α) = 0.05, the only thing required is the degree of freedom (df) = N-1, with df = 24, the test is presented in the table below.

Table 4.10
The Probability Value of Test of the Students' Achievement

Variable	P-Value	(α)
$O_2 - O_1$	0.00	0.05

2. Hypothesis Testing

According to the findings, there was a noticeable difference in teaching vocabulary by word walls between pre-test and post-test. To put it another way, using a word wall to teach vocabulary will help students learn more words.

The outcome of a statistical study with a level of significance of 0.05 and a degree of freedom (df) of N-1, where (N) = 25 and df = 24. The likelihood value was less than α ($0.00 < 0.05$). The alternative hypothesis (H_i) was accepted, while the null hypothesis (H_o) was rejected. It means that a word wall will help students develop their vocabulary.

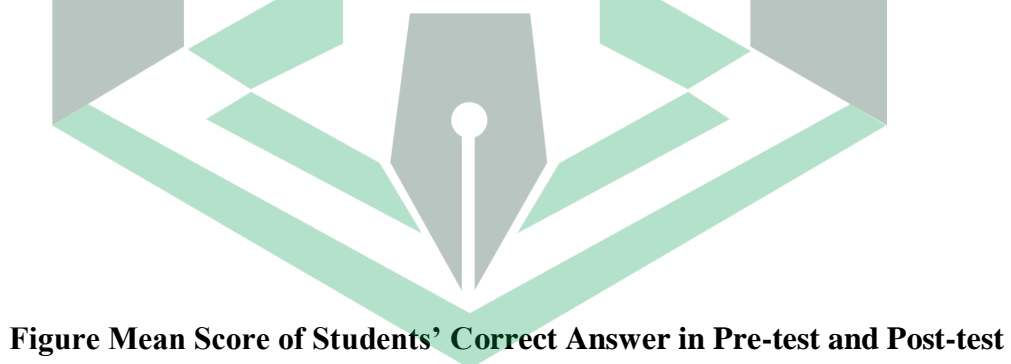
B. Discussion

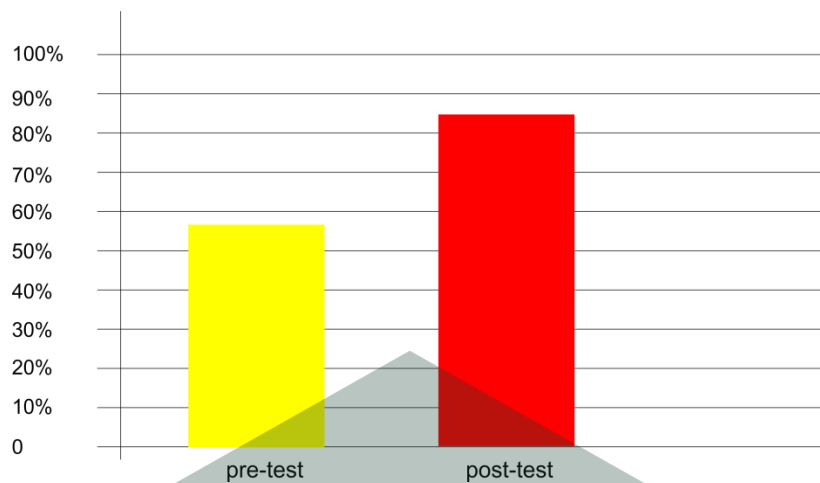
The researcher presents the discussion of students' data after measuring and evaluating the data at the findings. The results of the data analysis are

discussed in this segment. This segment also tried to explain how word wall media helped students develop their vocabulary.

In a vocabulary test, the researcher discovered that using the word wall media to improve vocabulary via word wall at SMPN 8 Palopo second grade is successful. The students' weaknesses had decreased after the post-test. In this final test, the students' just made a small number error, for example from one of respondent (the 15th respondent) in pre-test and post-test contain 20 questions. The 15th respondent has the correct answer 12 for total score was 60 in pre-test. While in the post-test the 15th respondent has a correct answer 20 for the total score was 100.

According to the findings' description of the data, there is a substantial difference between the students' pre-test and post-test scores. It can be seen in the graph below:





The bar chart of correct answers reveals a significant difference in students' scores between the pre-test and post-test. The students' post-test score is higher than their pre-test score. It means that after learning vocabulary through a word wall, students' scores improved from pre-test to post-test. The fact that students' grades have increased suggests that their vocabulary skills have improved. It shows that students' vocabulary abilities have increased as a result of learning vocabulary through word wall media.

Based on the results of the study, the researcher concludes that there were variations and similarities between previous studies and the writer's research. The similarity was based on vocabulary exercises to determine the student's vocabulary proficiency. The difference was in the main vocabulary content, which in this study was restricted to nouns, adjectives, and verbs.

According to Green, a word wall is an ordered array of large print words. A word wall aids in the development of a print-rich atmosphere for students and can be an excellent tool for promoting group learning.¹⁹He claims that word wall is an alternative method for teaching vocabulary because students respond positively to it. This study shows that word wall can help students improve their vocabulary as well as their speaking skills. The students in the second grade of SMPN 8 Palopo enjoy learning because their vocabulary is improved through the word wall

¹⁹Green, 1993. *Teaching Vocabulary With Word Wall*. New York.

technique. They find it easier to express their thoughts, ideas, and feelings, and their learning results are improved.

In addition, Urbayati also states that a word wall is an organized collection of words prominently displayed in a classroom.²⁰



CHAPTER V

CONCLUSION AND SUGGESTIONS

²⁰Chusnul Urbayati, 2017, p.4

A. Conclusion

The researcher should infer, based on the results and discussion in the previous chapter that using the word wall media technique is effective in increasing vocabulary achievement for students in SMPN 8 Palopo second grade. The study found that there was a substantial improvement between the students' mean pre-test and post-test scores. The students' mean pre-test score is 56.6000, and their mean post-test score is 85.8000. Furthermore, a t-test of the students' vocabulary achievement showed that it was less than (0.000.05).

B. Suggestion

The study score finding revealed that the students' scores before and after the term wall media were substantially different. Some recommendations are addressed to students, teachers, and future researcher:

1. For teacher

The word wall media should be used in the classroom to teach vocabulary to be effective. Teachers should use more innovative media and develop more difficult guidelines when teaching these strategies to students so that they are more interested in learning English.

2. For students'

It is recommended that students develop their skill mastery of English. It focuses not only on vocabulary but also on other aspects of the English language.

3. For the additional researcher

This research is not yet complete, and it is recommended that a potential researcher conduct additional research in a similar field, either by enhancing the

technique or by using it as a guide in another area of teaching to conduct additional research on word wall media. This research is critical because it will provide the researcher with information and demonstrate the advantages of using word wall media in vocabulary instruction.



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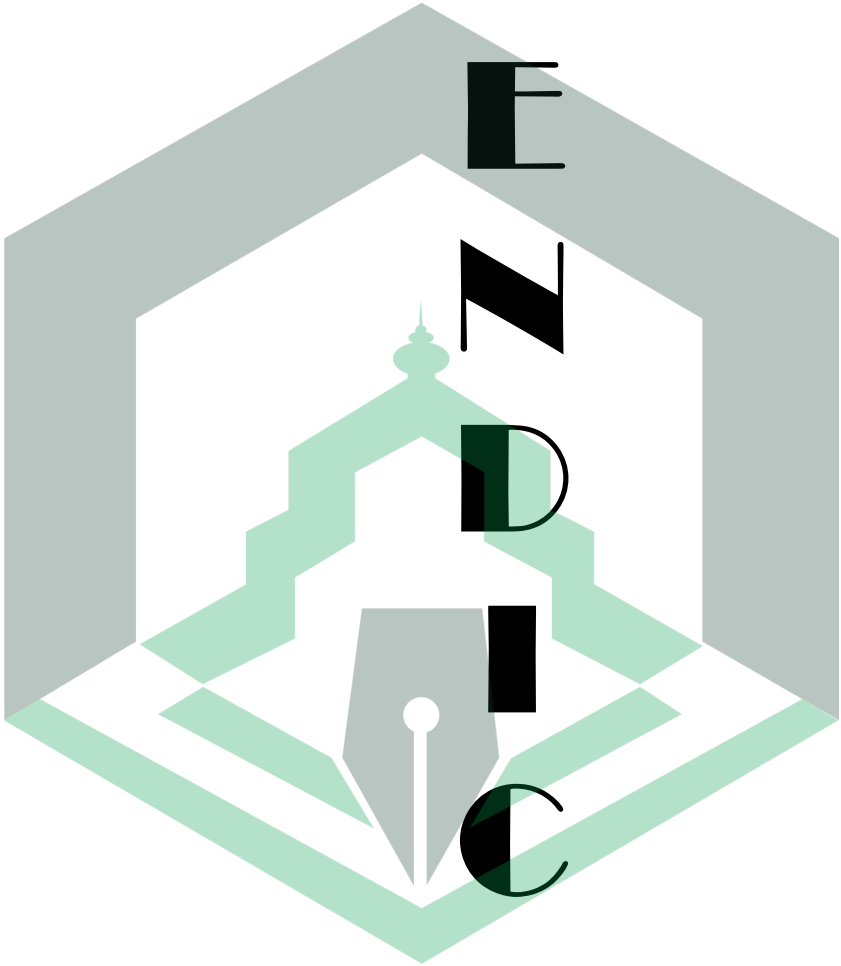
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LESSON PLAN

1. School : SMPN 8 Palopo
2. Class : VIII
3. Main aim : Improving New Vocabulary
4. Times : 90 minutes
5. Meeting : 1st (treatment 1)
6. Learning objectives' : a. The student use word wall media when learning vocabulary
b. Retell their answer in short talk in front of Class
7. Learning materials : Nouns (public places)

A noun is the name of any word that can stand as the subject or object of any sentence. In addition, Jackson in Sukirman's book said that noun denotes things including people, animals, objects, abstract ideas, feelings, and so on. Some examples of noun are;

Nouns				
Nouns (people)	Nouns (thing)	Nouns (parts of body)	Nouns (places)	Nouns (animals)
Student	Table	Face	Market	Cat
Teacher	Pen	Nose	Flores	Tiger
Doctor	Book	Hand	School	Snake
Nurse	Car	Foot	Class	Ant

The Concept of Word Wall

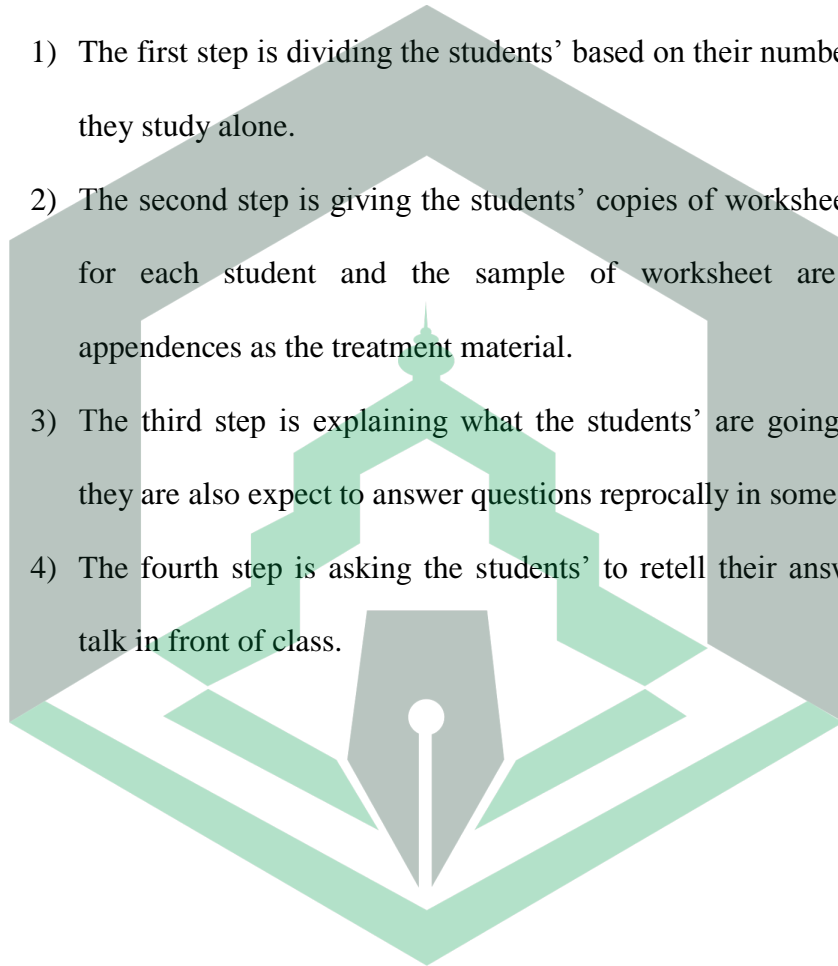
A. Definition of Word Wall

A word wall is a series of words on a wall, bulletin board, or another display surface in a classroom that is displayed in large visible letters.

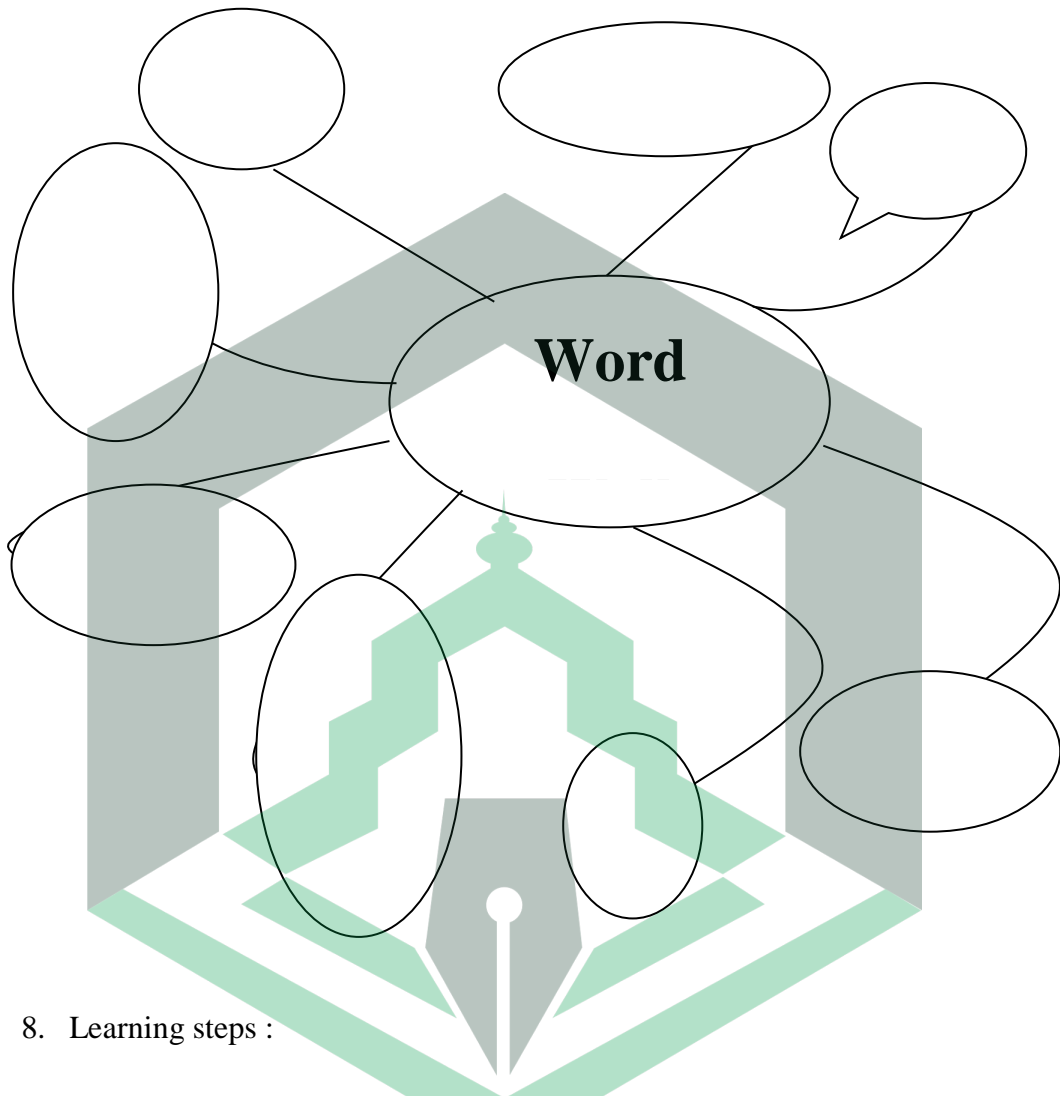
B. Teaching Procedure Using Word Wall Media

Some procedures of using word wall media that include as follow:

- 1) The first step is dividing the students' based on their number. And then they study alone.
- 2) The second step is giving the students' copies of worksheet, one copy for each student and the sample of worksheet are shown in appendences as the treatment material.
- 3) The third step is explaining what the students' are going to do with they are also expect to answer questions reprocally in some oral forms.
- 4) The fourth step is asking the students' to retell their answer in short talk in front of class.



Example of the word wall worksheet:



8. Learning steps :

STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm up	➤ Greeting and introduction self	±5-10
	Lead in / Review	➤ Asking the students' condition ➤ Ice breaking ➤ Giving motivation to the	min

		students before giving the material	
	Language focus	➤ Mention the topic of describing that will learned today	±5-10 min
	Concept checking	➤ Can we start. ➤ Do you have a question?	
Practice	Controlled Practice/ skill practice	➤ Give explanation completely about Noun and give instruction before doing the activity. ➤ Give the topic (public places) to the students. ➤ Give explanation completely about public places.	±30-40 min
	Controlled practice/skill practice	➤ Dividing the students into some groups, One group consist 5 members, And sit according their group. ➤ Ask the students to make a group name. ➤ Give explanation about word	±30-40 min

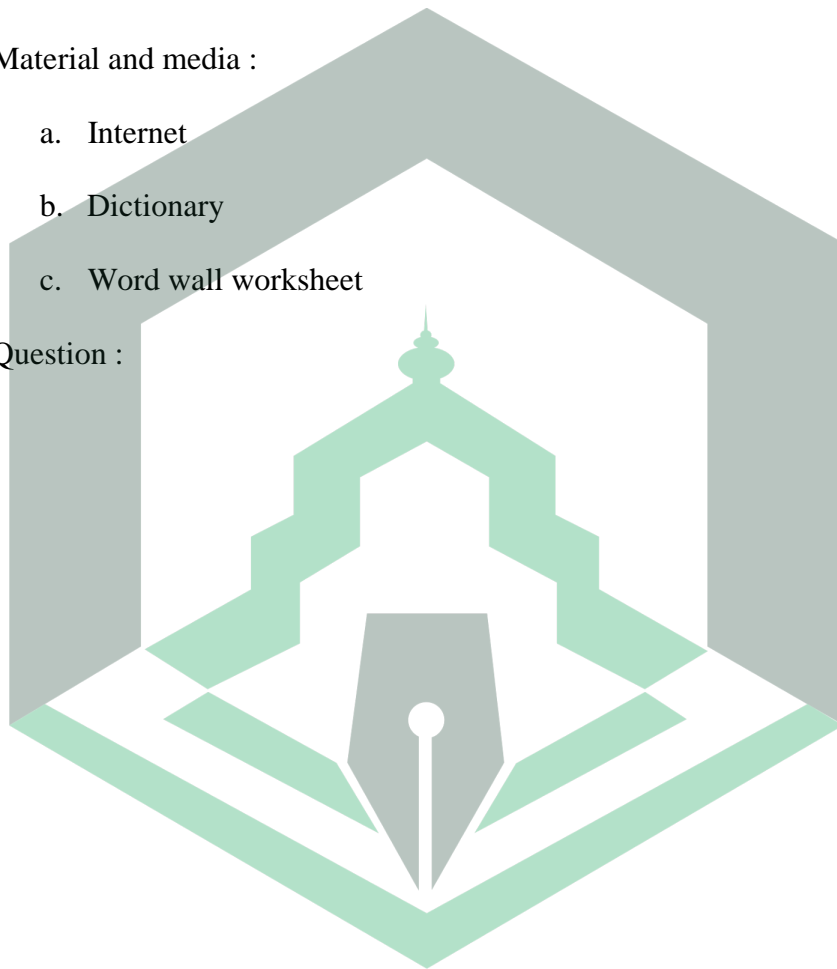
		<p>wall</p> <ul style="list-style-type: none"> ➤ Give the students the word wall worksheet (public places). ➤ Give the students instruction to focus on their word wall worksheet and answer questions correlated the topic. ➤ The students are given 5 minutes to pay attention to their own paper. ➤ After that, the students are pointed one of in each group to describe one new vocabulary or asked the students' to retell their answer in short talk in front of class. 	
Production	Practice Result/Close the activity	<ul style="list-style-type: none"> ➤ Give some correction about their mistake ➤ Ask about the difficulties of students during teaching learning process 	± 5-10 min

		➤ Closing the class and praying	
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9. Material and media :

- a. Internet
- b. Dictionary
- c. Word wall worksheet

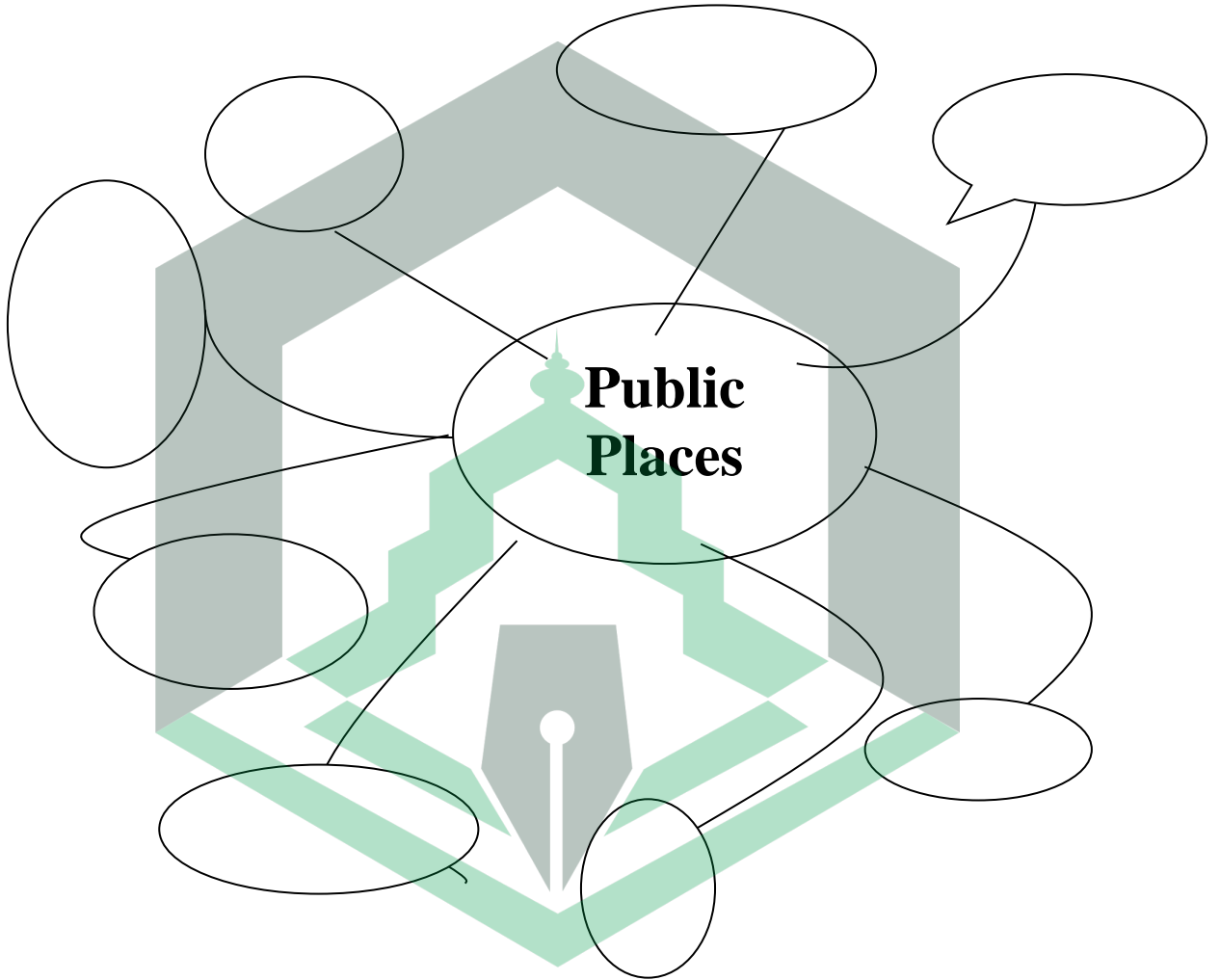
10. Question :



THE WORD WALL WORKSHEET

Topic: what do you think about public places?

Fill in the empty circle below with the correlated words that you know.



LESSON PLAN

1. School : SMPN 8 Palopo
2. Class : VIII
3. Main aim : Improving New Vocabulary
4. Times : 90 minutes
5. Meeting : 2nd (treatment 2)
6. Learning objectives' : a. The student use word wall when learning vocabulary
b. Retell their answer in short talk in front of class
7. Learning materials : Nouns (school) and adjective

A. Noun

A noun is the name of any word that can stand as the subject or object of any sentence. In addition, Jackson in Sukirman's book said that noun denotes things including people, animals, objects, abstract ideas, feelings, and so on. Some example of noun are;

Nouns				
Nouns (people)	Nouns (thing)	Nouns (parts of body)	Nouns (places)	Nouns (animals)
Student	Table	Face	Market	Cat
Teacher	Pen	Nose	Flores	Tiger
Doctor	Book	Hand	School	Snake
Nurse	Car	Foot	Class	Ant

B. Adjectives

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. In other words, an adjective is a word which precedes, and qualifies a noun or pronoun. Some examples of adjectives.

Adjective			
Clean	Young	Beautiful	Familiar
High	Wise	Calm	Green
Small	Shy	Cute	Sweet
Far	Rich	Correct	Nice
Smart	Kind	Handsome	Patient
Big	Narrow	Lazy	Noisy
Dirty	Short	Diligent	Ugly

8. Learning steps :

STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm up Lead in / Review	<ul style="list-style-type: none"> ➤ Greeting. ➤ Asking the students' condition. ➤ Ice breaking. ➤ Giving motivation to the students before giving the material. 	±5-10 min
	Language focus	<ul style="list-style-type: none"> ➤ Mention the topic of describing that will learn today. 	±5-10 min

	Concept checking	<ul style="list-style-type: none"> ➤ Can we start? ➤ Do you have a question? 	
Practice	Controlled Practice/ skill practice	<ul style="list-style-type: none"> ➤ Give explanation completely about noun, adjective and give instruction before doing the activity. ➤ Give the topic (school) to the students. ➤ Eliciting the definition. 	±30-40 min
	Controlled practice/skill practice	<ul style="list-style-type: none"> ➤ Dividing the students into some groups, one group consist 5 members, and sit according their group. ➤ Ask the students to make a group name. ➤ Give explanation about word wall. ➤ Give the students the word wall worksheet (school). ➤ Give the students intruction to focus on their word wall worksheet and answer 	±30-40 min

		<p>questions correlated the topic.</p> <ul style="list-style-type: none"> ➤ The students are given 5 minutes to pay attention to their own paper. ➤ After that, the students are pointed one of in each group to describe one new vocabulary or asking the students' to retell their answer in short talk in front of class. 	
Production	Practice Result/Close the activity	<ul style="list-style-type: none"> ➤ Give some correction about their mistake. ➤ Ask about the difficulties of students during teaching learning process. ➤ Closing the class and praying. 	± 5-10 min

9. Material and media :

d. Internet

e. Dictionary

f. Word wall worksheet

10. Question :



1. School : SMPN 8 Palopo
2. Class : VIII
3. Main aim : Improving New Vocabulary
4. Times : 90 minutes
5. Meeting : 3rd (treatment 3)
6. Learning objectives : a. The student use word wall when learning vocabulary
b. Retell their answer in short talk in front of class
7. Learning materials : Nouns (transportations) and adjective

A. Noun

A noun is the name of any word that can stand as the subject or object of any sentence. In addition, Jackson in Sukirman's book said that noun denotes things including people, animals, objects, abstract ideas, feelings, and so on. Some example of noun are;

Nouns				
Nouns (people)	Nouns (thing)	Nouns (parts of body)	Nouns (places)	Nouns (animals)
Student	Table	Face	Market	Cat
Teacher	Bus	Nose	Flores	Tiger
Doctor	Plane	Hand	School	Snake
Nurse	Car	Foot	Class	Ant

B. Adjectives

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. In other words, an adjective is a word which precedes, and qualifies a noun or pronoun. Some examples of adjectives.

Adjective			
Clean	Fast	Beautiful	Familiar
High	Slow	Calm	Green
Small	Shy	Cute	Sweet
Far	Cheap	Correct	Nice
Smart	Big	Handsome	Patient

8. Learning steps :

STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warm up Lead in / Review	<ul style="list-style-type: none"> ➤ Greeting ➤ Asking the students' condition ➤ Ice breaking ➤ Giving motivation to the students before giving the material 	±5-10 min
	Language focus	<ul style="list-style-type: none"> ➤ Mention the topic of describing that will learned today 	±5-10 min

	Concept checking	<ul style="list-style-type: none"> ➤ Can we start. ➤ Do you have a question? 	
Practice	Controlled Practice/skill practice	<ul style="list-style-type: none"> ➤ Give explanation completely about noun, adjective and give instruction before doing the activity. ➤ Give the topic (transportations) to the students. ➤ Eliciting the definition. ➤ The students are given 5 minutes to pay attention to their book. ➤ Give explanation about transportations. 	±30-40 min
	Controlled practice/skill practice	<ul style="list-style-type: none"> ➤ Dividing the students into some groups, One group consist 5 members, And sit according their group. ➤ Ask the students to make a group name. ➤ Give explanation about word wall. 	±30-40 min

		<ul style="list-style-type: none"> ➤ Give the students the word wall worksheet (transportations). ➤ Give the students instruction to focus on their word wall worksheet and answer questions correlated the topic. ➤ The students are given 5 minutes to pay attention to their own paper. ➤ After that, the students are pointed one of in each group to describe one new vocabulary or asking the students' to retell their answer in short talk in front of class. 	
Production	Practice Result/Close the activity	<ul style="list-style-type: none"> ➤ Give some correction about their mistake. ➤ Ask about the difficulties of students during teaching learning process. ➤ Closing the class and praying. 	± 5-10 min

9. Material and media :

g. Internet

h. Dictionary

i. Word wall worksheet

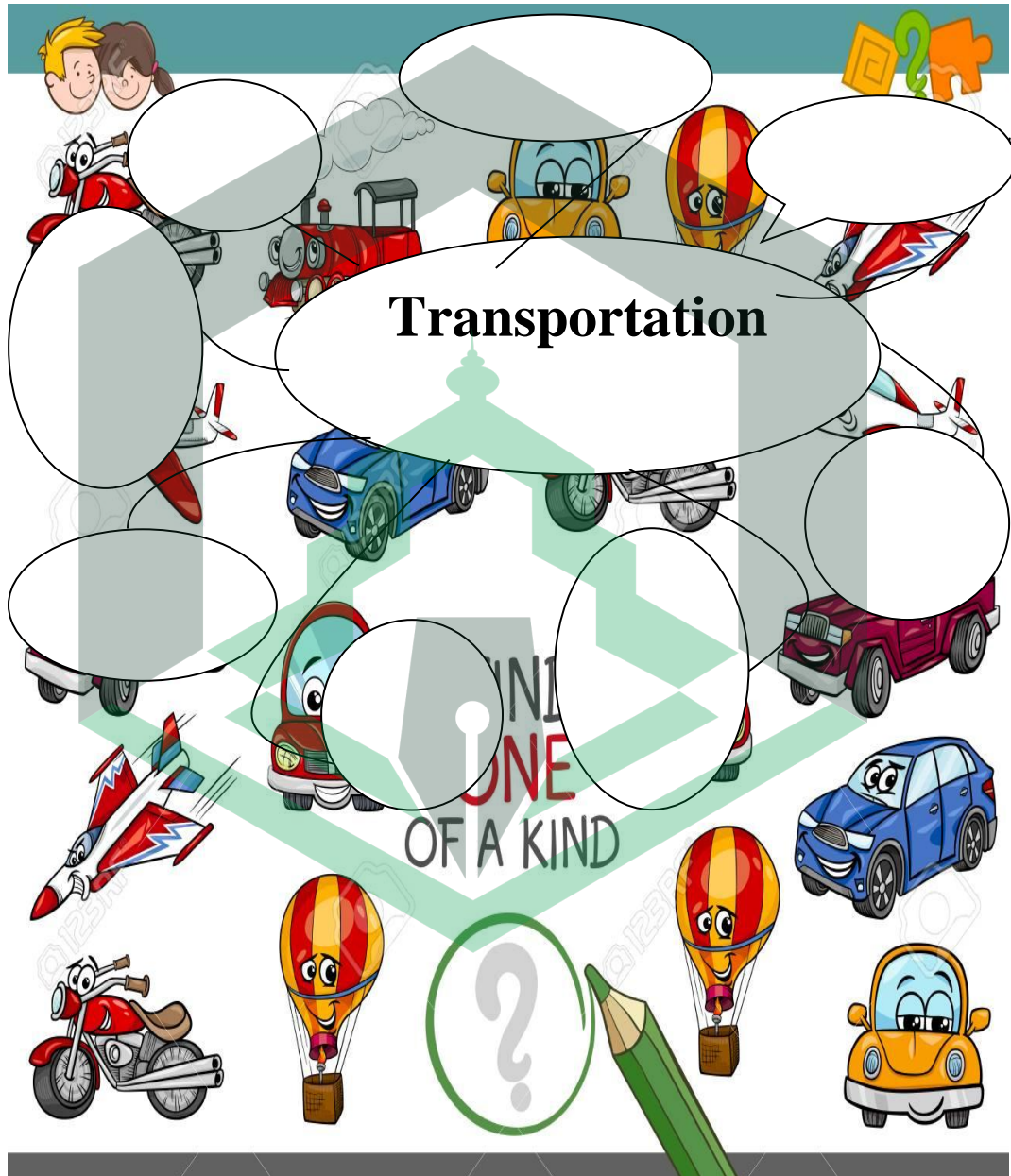
10. Question :



THE WORD WALL WORKSHEET

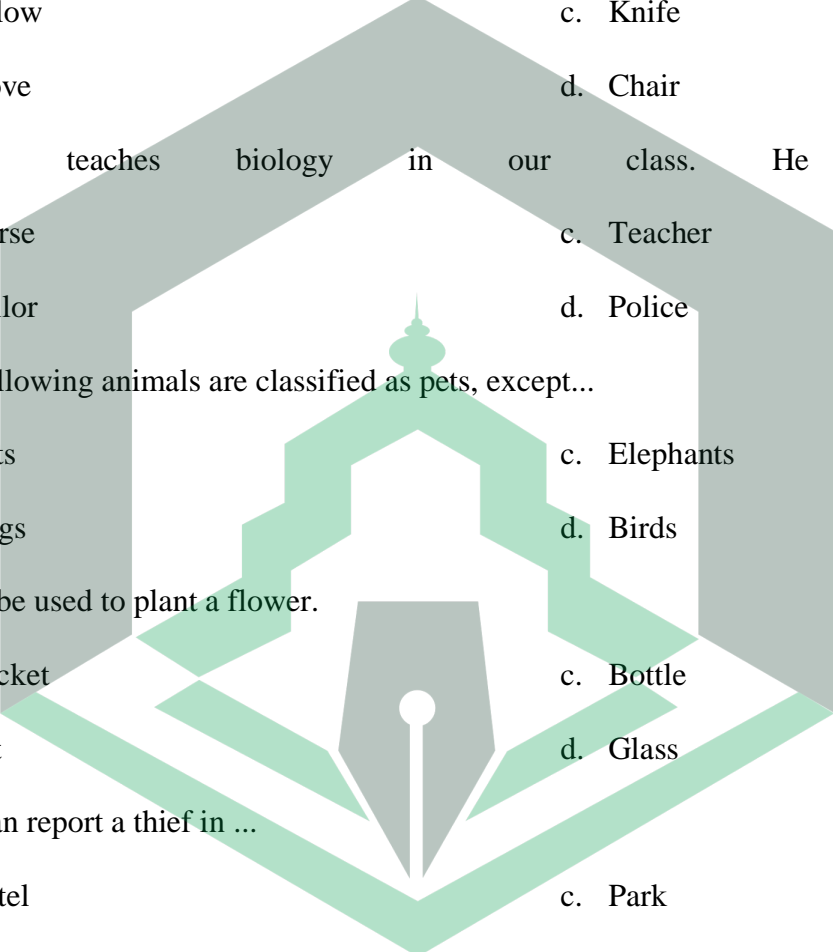
Topic: what do you think about transportations?

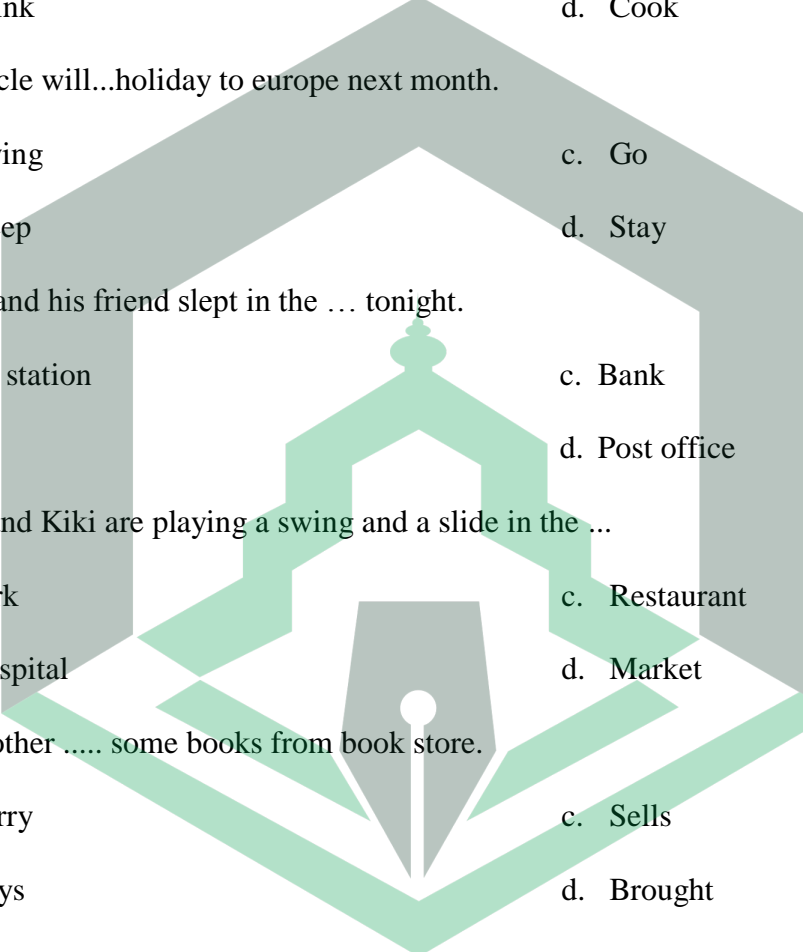
Fill in the empty circle below with the correlated words that you know



Pre test

Choose the correct answer.

1. Something that you can find in your class is a...
 - a. Pillow
 - b. Stove
 - c. Knife
 - d. Chair
 2. Dhoni teaches biology in our class. He is a...
 - a. Nurse
 - b. Tailor
 - c. Teacher
 - d. Police
 3. The following animals are classified as pets, except...
 - a. Cats
 - b. Dogs
 - c. Elephants
 - d. Birds
 4. ... can be used to plant a flower.
 - a. Bucket
 - b. Pot
 - c. Bottle
 - d. Glass
 5. You can report a thief in ...
 - a. Hotel
 - b. Gas Station
 - c. Park
 - d. Police station
 6. Pet has two long ears and usually eats carrot is?
 - a. Lion
 - b. Mouse
 - c. Tiger
 - d. Rabbit
 7. Ball is equipment for this sport, except...
 - a. Takrow
 - b. Bowling
- 

- c. Billiard
d. Badminton
8. Alif always....movies in cinema every holiday.
- a. Reads
b. Watches
c. Writes
d. Plays
9. They ... to mall for shopping.
- a. Go
b. Drink
c. Bath
d. Cook
10. My uncle will...holiday to europe next month.
- a. Flying
b. Sleep
c. Go
d. Stay
11. Umar and his friend slept in the ... tonight.
- a. Gas station
b. Zoo
c. Bank
d. Post office
12. Santi and Kiki are playing a swing and a slide in the ...
- a. Park
b. Hospital
c. Restaurant
d. Market
13. My mother some books from book store.
- a. Carry
b. Buys
c. Sells
d. Brought
14. She and I always go to the gym for ...
- a. Sleep
b. Study
c. Having a sport
d. Lunch
15. She is the students in her class, she is pass in the exam.
- a. smart
b. lazy
c. beautiful
d. Ugly
- 

16. Moslem pray in the ...

- a. Monastery
- b. Temple
- c. Church
- d. Mosque

17. The christians pray in the ...

- a. Monastery
- b. Temple
- c. Church
- d. Mosque

18. The classrooms are because they always sweep the classrooms.

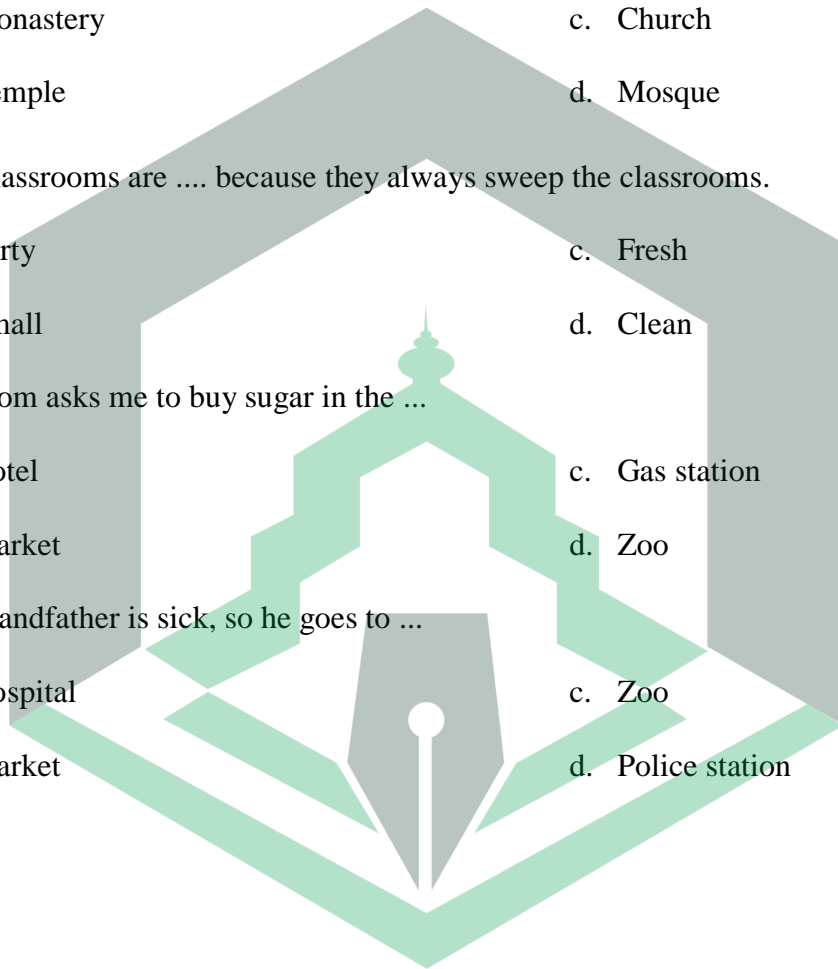
- a. Dirty
- b. Small
- c. Fresh
- d. Clean

19. My mom asks me to buy sugar in the ...

- a. Hotel
- b. Market
- c. Gas station
- d. Zoo

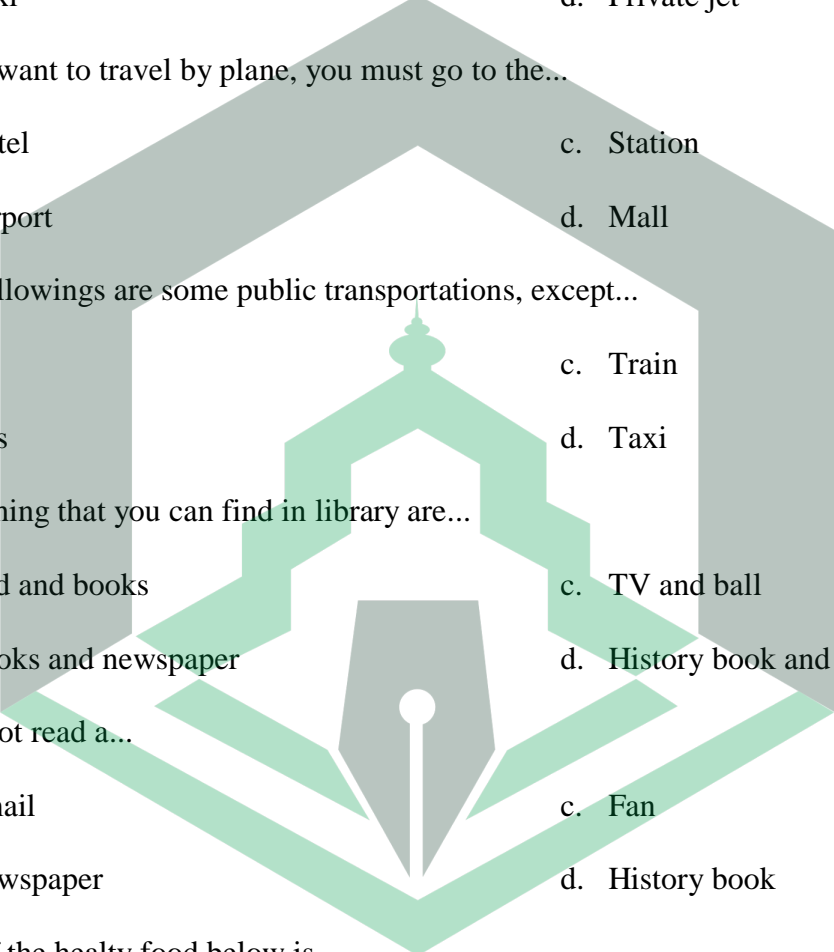
20. My grandfather is sick, so he goes to ...


- a. Hospital
- b. Market
- c. Zoo
- d. Police station



Post-test

Choose the correct answer.

1. An example of cheap transportation is...
 - a. Bus
 - b. Taxi
 - c. Plane
 - d. Private jet
 2. If you want to travel by plane, you must go to the...
 - a. Hotel
 - b. Airport
 - c. Station
 - d. Mall
 3. The followings are some public transportations, except...
 - a. Jet
 - b. Bus
 - c. Train
 - d. Taxi
 4. Something that you can find in library are...
 - a. Bed and books
 - b. Books and newspaper
 - c. TV and ball
 - d. History book and soap
 5. I can not read a...
 - a. Email
 - b. Newspaper
 - c. Fan
 - d. History book
 6. One of the healthy food below is...
 - a. Pizza
 - b. Chips
 - c. Vegetables
 - d. French fries
 7. Dhoni is a... , He teaches biology in our class. Every student love him.
 - e. Nurse
 - f. Tailor
 - g. Teacher
 - h. Police
- 

8. My brother is an architect, He likes to a building.
- a. Create
b. Draw
c. Imitate
d. Copy
9. Arie goes to school for ...
- a. Study
b. Take a breath
c. eat
d. Taking a seat
10. Last night, my friend and I go to church to ...
- a. Pray
b. Sleep
c. Eat
d. Dance
11. Alfian always at hotel swimming pool.
- a. Swims
b. Take a bath
c. Clean
d. Fishing
12. Rian always put gas on ...
- e. Gas station
f. Hotel
g. Zoo
h. Airport
13. My mother go to the ... to buy fish.
- e. Market
f. Hotel
g. Airplane
h. Hospital
14. Umar usually..... bread for breakfast after go to school.
- e. Eat
f. Drink
g. Cook
h. Boil
15. ... is where people watch movies.
- a. Hospital
b. Cinema
c. Mosque
d. Gas station
16. ... is a place where people see animals.
- 

- e. Hotel
- f. Bank
- g. Mall
- h. Cafe

17. The classrooms are because they never sweep the classrooms.

- e. Dirty
- f. Small
- g. Fresh
- h. Clean

18. He is to go to school, so that he is

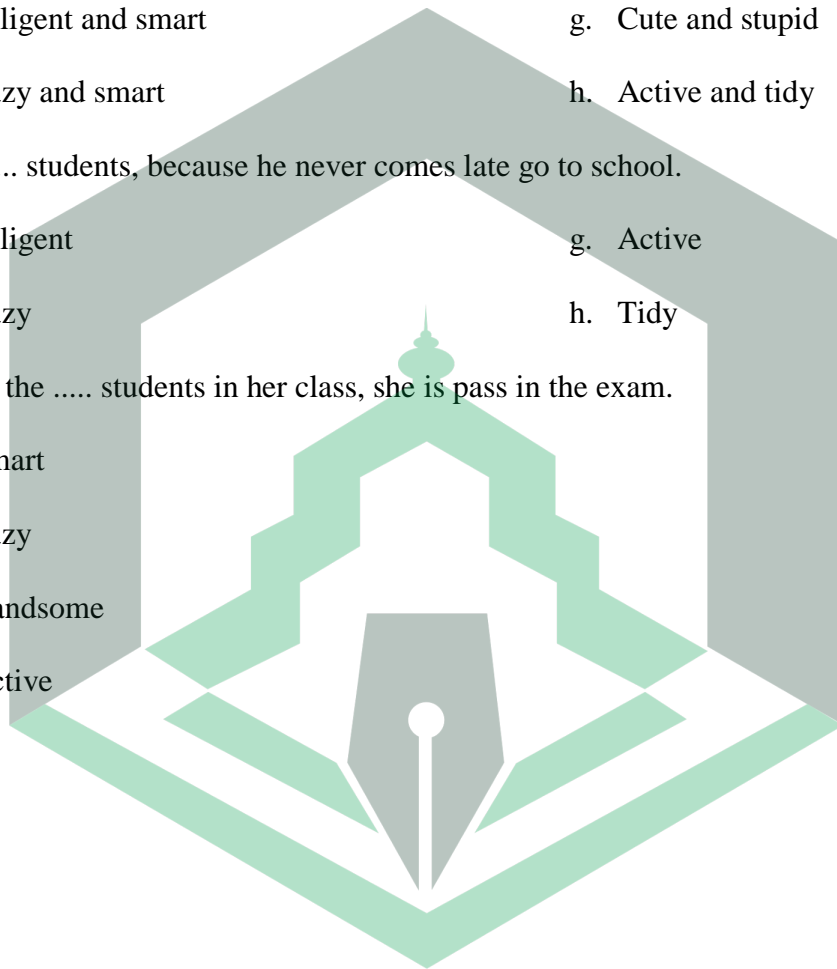
- e. Diligent and smart
- f. Lazy and smart
- g. Cute and stupid
- h. Active and tidy

19. He is.... students, because he never comes late go to school.

- e. Diligent
- f. Lazy
- g. Active
- h. Tidy

20. She is the students in her class, she is pass in the exam.

- e. Smart
- f. Lazy
- g. Handsome
- h. Active





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. AgatisKel Balandai Kec Bara 91914 Kota Palopo


SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan


Nama : Iqbal
Nim : 14.16.3.0055
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP : Jl. Cakalang

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

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


Dr. Munir Yusuf, M.Pd
NIP. 19740602 199903 1 003

Palopo, 19 Maret 2021
Ketua Prodi
Pendidikan Bahasa Inggris


Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Email: FTIK@iainpalopo.ac.id Web: ftik-iainpalopo.ac.id

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Ikbai

Nim : 14.16.3.0055

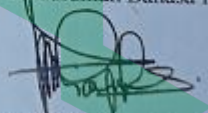
Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 19 Maret 2021

Ketua Prodi
Pendidikan Bahasa Inggris


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



**PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO**

Alamat : Jl. Dr. Ratulangi No. 66 Balandat Palopo (0471) 22921

SURAT KETERANGAN PENELITIAN

Nomor: 421.3/027/SMPN.8/III/2021

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:

Nama : IKBAL
Tempat / Tgl Lahir : Palopo,, 26 Agustus 1996
Jenis Kelamin : Laki laki
NIM : 14.16.3.0055
Pekerjaan : Mahasiswa IAIN Palopo
Fakultas : FTIK
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Cakalang

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 22 Januari s.d. 22 Maret 2021 untuk kepentingan penulisan skripsi dengan judul "Improving Students Vocabulary By Using Word Wall Media At Second Grade of SMPN 8 Palopo",

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.



Drs. H. IMRAN

19611231 198602 1 051

CURICULUM VITAE



Ikbal, Usually called bale was born on august 26th, 1996 in palopo. The writer is the daughter of Demmar syam and Maslia. The writer is the second child of four siblings. The writer completed him education in elementary level at SDN 008 Dandang in 2008. In 2011, He graduated from SMPN 1 Sabbang and graduated from SMAN 2 Sabbang in 2014.

In the same year, the writer continued him study in State Islamic Institute of Palopo (IAIN PALOPO) at the Tarbiyah and Teacher Training Faculty of English Education Study Program. In the final stage of completing the study, the writer compiles a thesis under the tittle “Improving Students Vocabulary by Using Word Wall Media at The Second Grade of SMPN 8 Palopo” as a requirement to obtain the bachelor’s degree in the undergraduate program (S1). In him free time, the writer mostly spend it by playing game, listening to the music, playing futsal, reading, and traveling.