

**IMPROVING THE STUDENTS' VOCABULARY USING WORD WALL
MEDIA IN READING SKILL AT THE SECOND GRADE OF JUNIOR
HIGH SCHOOL 3 MALLUSETASI IN BARRU
(AN PRE-EXPERIMENTAL RESEARCH)**



A THESIS

*Submitted to the faculty of Teacher Training and Education
Makassar Muhammadiyah University in partial fulfillment of the requirement
For the degree of education in English department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Yang membuat perjanjian

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MOTTO

NEVER GIVE UP TO DO
SOMETHING.....

BECAUSE THE PROCESS
WILL NOT BETRAY
RESULT.....

ABSTRACT

Irawati (2017) *Improving the Students' Vocabulary Using Word Wall Media in Reading Skill (Pre-Experimental Research at the Second Grade of SMP 3 Mallusetasi in Academic Year 2017/2018)*. Supervisor by H. Bahrin Amin & Nurdevi Bte Abdu.

The objective of this research is to find out Using Word Wall Media in improving vocabulary students' in reading skill at the Second Grade of SMP 3 Mallusetasi.

As the quantitative method, to know whether this technique effective or not, the writer used pre-experimental research study applied in VIII.1 class. The study had been done in six meetings that were designed; first meeting was for pre-test, four meetings were for treatments, and the last meeting was for post-test. The writer analyzed by using t-test.

The result showed that there was significant difference on the students' by using word wall media. In other words, Using Word Wall Media in Reading Skill was effective for the VIII.1 class in SMP 3 Mallusetasi in teaching vocabulary.

Key Words: Vocabulary, Reading, Word Wall Media, Data, Pre-Experimental Research and Treatment.

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Billahi Fi Sabillilah Haq Fastabiqul Khaerat

Barru, September 2017

The Writer

Irawati

TABLE OF CONTENTS

Page.....	
COVER PAGE.....	i
LEMBAR PENGESAHAN.....	ii
APPROVAL SHEET	iii
CONSELING SHEET	iv
LETTER OF STATEMENT.....	v
LETTER OF AGREEMENT	vi
MOTTO.....	vii
ABSTRACT.....	viii
ACNOWLEDGEMENTS	ix
TABLE OF CONTENTS	x
LIST OF TABLE	xi
LIST OF FIGURE	xii
LIST OF GRAPHIC.....	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Problem Statement.....	4
C. Objectives of the Research.....	4
D. Significance of the Research.....	4
E. The Scope of the Research.....	5
CHAPTER II REVIEW OF RELATED THEORIES	
A. Previous of Related Research Findings.....	6

B. The Concept of Vocabulary.....	7
1. Definition of Vocabulary.....	7
2. Teaching Vocabulary.....	10
3. The Techniques of Teaching of Vocabulary.....	11
4. Kinds of Vocabulary.....	12
5. The Importance of Vocabulary.....	14
6. The Approaches of Teaching Vocabulary.....	16
C. The Concept of Teaching Media	16
1. Definition of Teaching Media.....	16
2. The Kind of Media.....	17
3. The Function of Teaching Media.....	18
4. The Advantages of Teaching Media.....	19
D. The Concept of Word Wall	
1. Definition of Word Wall.....	20
2. Word Wall as Media of Teaching Vocabulary	21
3. Advantage and Disadvantage Using of Word Wall Method	22
4. The Goals of Word Wall.....	23
5. How to Create a Word Wall?.....	23
E. The Related to the Curriculum at SMP.....	25
F. Conceptual Framework.....	26
G. Research Hypothesis.....	27

CHAPTER III RESEARCH METHOD

A. Research Method	28
1. Pre-Test.....	28

2. Treatment.....	28
3. Post-Test.....	29
B. Population And Sample.....	29
1. Population.....	29
2. Sample.....	29
C. Research Variables.....	30
D. Instrument of the Research	30
E. Procedure of Collecting Data	30
F. Technique of Analysis Data	31

CHAPTER IV FINDINGS AND DISCUSION

A. Findings.....	34
B. Discussion.....	39
1. The Use of Word Wall Media.....	39
2. Test of Significance Testing and Hypothesis	43

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	45
B. Suggestion.....	45

BIBLIOGRAPHY

APPENDICES

CURICULUM VITAE

LIST OF TABLES

Table 2.1 Classification of Score.....	32
Table 2.2 Mean Score of Pre-Test and Post-Test.....	34
Table 2.3 Students' Vocabulary Mastery Before Being Taught By Using Word Wall Media.....	37
Table 2.4 Students' Vocabulary Mastery After Being Taught By Using Word Wall Media.....	39
Table 2.5 Hypothesis testing.....	42

LIST OF FIGURES

Figure 2.1 Conceptual Framework.....	26
Figure 3.1 Research Design.....	28

LIST OF GRAPHICS

Graphic 4.1 The Pre-Test Score Percentage of the Students' Mastery of Vocabulary.....	38
Graphic 4.2 The Post-Test Score Percentage of the Students' Mastery of Vocabulary.....	40
Graphic 4.3 The Improvement of the Students' Mastery of Vocabulary.....	42

LIST OF APPENDICES

APPENDIX A

1. Absent
2. Schedule of Research Implementation

APPENDIX B

1. RPP
2. Answer Scoring Pre-Test
3. Answer Scoring Post-Test
4. Key Words Pre-Test and Post-Test

APPENDIX C

1. List Name of VIII.1 Class
2. The raw score of the students' Mastery of Vocabulary Pre-Test
3. The raw score of the students' Mastery of Vocabulary Post-Test
4. Total Score Pre-Test and Post-Test
5. The Mean Score of the Students' Mastery of Vocabulary in Pre-Test and Post-Test
6. The Improvement of students' score in Vocabulary
7. The Test Value of mastery vocabulary
8. Table Distribution of Value
9. Data Analysis Using Application SPSS version 20

APPENDIX D

Documentation

CHAPTER I

INTRODUCTION

A. Background

Communication is the important thing to do for someone to keep interacting with the people around him or they fit together with the people in the world. Communication is the delivery of information activity between two individuals or more, to effectively better understand a conversation with ease. Generally communication is done verbally, delivered with good communication. The most common is the language in communication.

Language is one form of communication generated by voice or sound system, sound system produced by one or more human vocal organs. Any suppression of sign language has an important meaning. It aims to make communication more intensive or more quickly understood. The language used is different to communicate in every civilization or the place and country. According to Milton (2009: 3), words are the building blocks of language and without them there is no language. Knowing about a language should be preceded by knowing about vocabulary so that the communication can be done well. To master the language we have to understand and learn about the four skills in the language or known language skills. They include speaking, reading, writing, and listening. Some of the components in language that are important is vocabulary.

Vocabulary also is part of language learning that needs 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. Binzt (2011), in a comprehensive review of research on vocabulary development, concludes that vocabulary knowledge promotes reading fluency, boost reading comprehension, improves academic achievement, and enhances thinking and communication. The more words people have the easier people can comprehend a text and those words are obtained partially from the text that people read.

In SMP 3 Mallusetasi, there are some problems in the process of learning vocabulary. The first is some students have low motivation or lack interest in learning English. The second is some 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. And also at the school student do not use English as their primary language. In fact it makes them difficult to pronounce words or letter in English. Moreover, study time student to learn English in the school only two times a week. In school, the way teacher teach very simple and usually teacher teach English using the Indonesia language. So, it makes students 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.

Based on the observation result of previous years on apprentices one and two in school SMP 3 Mallusetasi especially English lesson the second grade value of Minimum Examination Criteria or KKM use by school that is 70. After the researcher observe the data in the school, many students can't reach the score because of lack of vocabulary students. Therefore, researcher will take the initiative to improve vocabulary using word wall media in order KKM students reach the target value.

Among some the problems encountered in teaching vocabulary at SMP 3 Mallusetasi, researcher will change the concept of the learning process at the school. By using visual media to create student to learning English. For example using word wall model to help student improve their vocabulary. Beside that, the main purpose of a word wall is to help students to 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. Beside that, Word wall is influential to mastery 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.

Based on the explanation above, this research by Pre-Experimental Research with title "*Improving the Students' Vocabulary Using Word Wall Media in Reading Skill at the Second Grade of Juniouir High School 3 Mallusetasi*".

B. Problem Statement

Based on the background of the study above, many problems arise. Some problems that can be identified are as follows:

How is the students' vocabulary by using word wall media?

C. Objective of the Research

The objective of the research this study is :

1. This research is to know the students' achievement in vocabulary mastery before being taught using "Word Wall" media.
2. This research is to know the students' achievement in vocabulary mastery after being taught using "Word Wall" media.

D. Significant of the Research

This research is expected to be usefull for:

1. For University: Expected results of this study, as referency material for further research.
2. For Student: Expected the result of this study can improve student' vocabulary skills.
3. For Teacher: Teacher can improve techniques method taught them by use word wall in teaching the languange of vocabulary.
4. For agencies: Expected result of this study can provide additional information on the activities of language teaching, especially teaching vocabulary.

E. The Scope of Research

The scope of the research was restricted to the Using Word Wall Media in Reading Skill to Improve Vocabulary Students' at the Second Grade of SMP 3 Mallusetasi in Academic Year 2017/2018. Reading skill here focuses to improve students' vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

F. The Previews Related Research Findings

Nurcahyani (2016) she found that the main purpose of a word wall is to help students to 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. Beside that, Word wall is influential to mastery of the English vocabulary proficiency of students, where media word wall is design 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 expect that the students will increase their English vocabulary comprehension without having to always depend on the use of a dictionary or meaning of the word given by the teacher. So that students can easily mastering English vocabulary and be able to apply the learning activities into everyday.

Southerland (2011) he found that the effective teaching strategies and student interaction are also common components of their instruction. As students move into the middle school grades, these elements tend to disappear, in exchange for more independent learning and memorization of material, including vocabulary memorization. Middle school teachers may experience gains in their students' learning if they move away from independent learning and memorization to more effective vocabulary teaching strategies. Middle school

educational leaders must be able to assess the effectiveness of vocabulary instruction in their classes where the development of specialized vocabulary is important.

Anggriani (2013) she found that the word walls strategy was applied in teaching vocabulary provided by games especially alphabet games. It will make students more interested in learning process. Hopefully that the students' vocabulary achievement will be improved. Of course by using games help the students to memorize the words and help the teacher to increase students' interest and to motivate them to learn vocabulary.

Based on the journals above, the research has similarity with these research is using word wall as a research material while the difference between the three journals with the research are vocabulary subject material. The third journals above using senior high school as a research material. So in reference to the explanation above, the research to has motivation to do the research Improving the Students' Vocabulary through Word Wall reading skill.

G. The Concept of Vocabulary

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 of skills. Vocabulary is a basic component in learning English because when the students learn English, they must know vocabulary first. According to Linse (2005), vocabulary is the collection of words that an individual knows.

To get a better result in the teaching of vocabulary, the teacher must consider certain principles of vocabulary development. In general, the goals of the vocabulary component of a course will be to increase learners' usable vocabulary size and to help learners gain effective control of a range of a vocabulary learning and coping strategies (Nation, 2001: 380). There are eight principles by Nation (2001: 395):

- Principle 1: Learners should know what vocabulary to learn, what to learn about it, how to learn it, how to put it to use and how to see how well it has been learned and used.
- Principle 2: Learners should know continue to increase their vocabulary size and enrich the words they already know.
- Principle 3: Learners should use word frequency and personal need to determine what vocabulary should be learned.
- Principle 4: Learners should be aware of what is involved in knowing a word and should be able to find that information about particular words.
- Principle 5: Learners should be familiar with the general usable

language systems that lie behind vocabulary use.

Principle 6: Learners should know how to make the most effective use of direct, decontextualised learning procedures.

Principle 7: Vocabulary learning needs to operate across the four strands of meaning-focused input, language-focused learning, meaning-focused output and fluency development.

Principle 8: Learners should be aware of, and excited by, their progress in vocabulary learning.

Many factors appear to play a role in vocabulary development, Hornby (2003:118) in teaching and learning in the language classroom, states that there are three factors that influence vocabulary development. there are factors is about frequency, pronunciation, and contextualization.

a. Frequency

Frequency has been accorded a high level of significance in English teaching and learning for many years as a result of the use of word frequency counting as a procedure informing syllabus and material design. The rationale for this is quite simply that the most frequently occurring words in the English language will be those most useful to learners. Repetition of words in materials can the process of lexical inference and has been used as a principle for constructing grade reading material for many years.

b. Pronunciation

In the initial stages of language learning it is common for teachers to insist on a fair amount of pronunciation practice of new words to help learners acquire the correct stress pattern of syllables. In later stages, this is often discontinued as the focus of learning changes to other aspects of language and as individual learners pick up vocabulary in their own way and at their own rates.

c. Contextualization

Wagaman - jennifer, (2009) say, argues that text, present a linguistic and psychological reality, and that presenting words in the context of a text will provide support and reduce inference. It is her contention that if learners have to perform certain activities on unfamiliar words in texts, there is a good chance of retaining the words. The activities comprise guessing meaning from context and from word form, verifying meaning checking in a dictionary, and analysis of the word form to recognize relationships between the new word and others already known.

2. Teaching Vocabulary

A teaching theory is viewed as something that is constructed by individual teachers (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 and creative to make his/her students interested.

3. The Techniques of Teaching Vocabulary

Before going on how technique of teaching vocabulary, it is necessary to explains the definition of technique and teaching. Technique is the implementation, tactics, and strategies that are done by teacher and student in classroom, which is suitable with the method that used. So technique must be consistent with a method, and therefore in harmony with an approach as well.

There is the technique of teaching vocabulary according to Thornbury (2002) state as follow:

“A technique is implementation-that which actually takes places in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well ”Learning is a noun word formed from a verb “teach”, means to give lessons to students in a school, college, university, etc or to help somebody learn something by giving information about it (Hornby, 2002:1386) from that definition, we can understand that teaching is any actions performed by an individual

(the teacher) with the intention of facilitating learning in another individual (the learners).

Teaching vocabulary is not simply introducing a new word only to the student. Related to this matter, actually the expert has constructed or designed technique and principles in language teaching; one of them is how to teach vocabulary. According to Graves (2009), suggesto media is a method that may be used in vocabulary teaching because it emphasizes on the vocabulary. Teaching a foreign language to the children is not easy.

The teacher should know the characteristics of their student, situation of the class, and what makes the student interested in the target language material for learning. It is true that the teacher is the most important factor in language teaching. She is required to be imaginative and reactive in developing her teaching technique. The English teacher should be creative and imaginative, so they have many ideas to make the student enjoy and interested in their lesson, and not boring. In this research the writer applied teaching technique using picture and reading texts in the English vocabulary

4. Kinds of Vocabulary

Vocabulary is knowledge of and word meanings. 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.

- a. High frequency vocabulary is one of vocabulary which is often used by the Speakers.
- b. Low frequency vocabulary is one of vocabulary which is rarely used by the speakers, usually called difficult vocabulary because the vocabulary is unfamiliar to the listeners.

According to Biemiller (2003) an important consideration for teacher planning vocabulary work is the distinction between productive and receptive vocabulary. The clear differences between productive and receptive vocabulary will be seen the function of the using vocabulary.

- a. Productive Vocabulary

Usually productive vocabulary called active vocabulary. It is the words which are used in speaking and writing skill. Productive vocabulary is more difficult to be learned than receptive vocabulary. The learner must be able to choose the word which is appropriate with the situation. Therefore, the learner must be an extra effort to learn an active or productive vocabulary.

- b. Receptive Vocabulary

Sometimes receptive vocabulary called passive vocabulary. It is the word which is used in reading and writing skill. Receptive vocabulary is the set of words that we recognize and understand, but tend not to use ourselves (National; 1990). Learner's receptive vocabulary is useful in understanding what the learners have heard and what they have read.

If the learner has much receptive vocabulary, they will understand what the text is talking about. Productive and receptive vocabularies are words that the students understand when they use in everyday situations. They can't produce it correctly in reading or listening. In contrast, productive and receptive vocabularies are the set of words that they understand, can pronounce correctly and use constructively in speaking and writing.

5. The Importance of Vocabulary

Vocabulary must be an important factor in 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. Vocabulary is a core component of language proficiency and provides much of the basis for how well someone learns to speak, listen, read and write (Ruth and Redman:2003). The extensive vocabulary and strategies for acquiring new vocabulary is very necessary.

The basis of teaching learning English is concerned with the student's abilities to use four language skills and language components. In using language skills, the learners need many vocabularies because they have an important role in learning. Without having many vocabularies, it is impossible to build communication. They will find difficulties to understand what other people.

Eisenstein says that vocabulary is an obvious area for language variation. Vocabulary is an important factor in the language teaching and learning, especially in English because words are essential for communication. Someone who has limited vocabularies will find it difficult to communicate with others. For the learner who learns English, vocabulary helps them in learning four basic skills: speaking, listening, reading and writing.

Our personal vocabulary reflects our background and previous experience. As long as we continue to grow and learn, our language grows along with us. It helps us label and understand the things we see in the society around us. It helps us identify and take in things that are new and strange.

The basic of teaching learning English is concerned with the student's abilities to use four language skills. In using language skills, they need many vocabularies because they have an important role in language learning. Without having many vocabularies it is impossible to build communication. They will find it difficult to understand what other people say to them.

6. The Approaches of Teaching Vocabulary

There are some approaches of teaching and learning vocabulary according to Handy (2004), discuss three approaches to vocabulary teaching and learning:

a. Incidental learning

Learning vocabulary as a-by product of doing other things such as teaching and learning. A major source of incidental learning is extensive learning

b. Explicit instruction

Explicit instruction depends on indentifyingspecific vocabulary acquisition target for learners. Information is now available on what such targets should be for learners at difference proficiency levels.

c. Independent strategy development

Learners need to be taught strategies for inferring words from context as well as those which can help learners retain the meaning ofwords they have encountered.

H. The Concept of Teaching Media

1. Definition of Teaching Media

To learn vocabulary usually using media, according to Arsyad (2009) said that the media (plural of the word medium), a word derived from the Latin medium, which literally means ' middle',' intermediate' .Therefore, the media can be interpreted as an intermediary or an introductory message from the sender to the receiver. Media can be something material (software) and/or tools (hardware). Media also used to learning process to be successful and add interested students to study English in classroom. Besides that, media help student to remember vocabulary with easily. At least, the teacher is able to use cheap and efficient media although simple

and simply because it is a duty in the effort to get what the process of teaching wants.

2. The Kind of Media

There are some kinds of media in the learn vocabulary, according to Fachrurrazy (1992:36) media can be subdivided into three kinds, they are:

a. Visual media

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

b. Audio media

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

c. Audio visual media

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

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

There are five functions of teaching media according to Munadi (2008:

6)

- a. As learning sources: it means that to replace teachers' attendance and function. For example task sends in E-mail.
- b. Semantic function: it means to enrich some vocabularies, to visualize some non-verbal vocabularies (symbol). For example Tiger as a symbol of braveness.
- c. Manipulative function: it means to overcome the limitation of people sense.
- d. Psychological function: (a) *Attention function* it means that visual media make students enjoy in the teaching and learning process. They can grow the student's emotion. (b) *Imaginative function* it means can increase or develop students' imagination and as an illustration of storytelling. (c) *Motivate function* the teaching media motivate and stimulate the students to do and be responsible. The purpose is to influence the attitude, value, emotion of the students and invite students to come to the topic. (d) *Affective function* an it means make students enjoy in the teaching and learning process. They can grow the student's emotion. (e) *Cognitive function* it means that brings the students to understand and remember the information quickly.

- e. Socio-cultural function: to give the same perception for students who come from many cultural background.

4. Advantages of Teaching Media

In the of teaching media, there are some advantages of teaching media according to Munadi (2008: 6):

- 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, 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.

I. Word Wall

1. Definition of Word Wall

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 used as a tool to teach language concept.

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 word wall, practical and memorize easily. Word wall is interactive media in classroom to advocate learning of listening, speaking, reading and writing.

According to Milton (2009: 3), words are the building blocks of language and without them there is no language. Knowing about language should be preceded by knowing about vocabulary so that the communication can be done well. This media can be designed to improve learning and group activities that can involve students in the making process and usage activity. By using word wall method, is expected that students could crease understanding of the English language vocabulary without depend on the use of a dictionary or even the meaning of the word given by the teacher.

2. Word Wall as Media of Teaching Vocabulary

Word wall is a group of words that are displayed on a wall, bulletin board, check board, or white board in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. These words are referred to continually throughout a unit or item by the teacher and the student during a variety of activities. (Cronsberry: 2004:3).

In teaching vocabulary by using Word Wall Media (Erin 2011) consists of some activities:

- a. Make words accessible by putting them where every student can see them. They should be written in large black letters using a variety of background colors to distinguish easily confused words.
- b. Teachers should be selective about the words that go on the word wall. Try to include words that children use most commonly in their writing. Words should be added gradually- a guideline is five words per week. 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.
 - 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 walls serve as visual scaffolds that temporarily assist students in independent reading.

3. Advantage and Disadvantage Using of Word Wall Method

a. Advantages using word wall method:

- 1) To support the teaching of important general principals about words.
- 2) To develop a growing core of words that become part of a 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 game using teacher's own word.
- 5) The teachers can choose the vocabulary topic or grammar item form a large database of exercise. All exercise is interactive and simple in learning English, such as: matching word, word association and missing letter.

b. Disadvantage of using word wall:

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

4. The Goals of Word Wall

There are goals in the teaching vocabulary using word wall, according to Patricia Antonacci (2012: 105), word wall has many goals; they are as follow:

- a. Support the teaching of important general principles about words and how they work.
 - b. Foster reading and writing.
 - c. Provide reference support for children during their reading and writing
 - d. Promote independence on the part of young students as they work with words in writing and reading.
 - e. Provide a visual map to help children remember connections between words and the characteristics that will help them form categories.
 - f. Develop a growing core of words that become part of a reading and writing vocabulary.
5. How to create a word wall?

There are several ways to make word wall efficient, practical and easy to remember. Word wall is interactive media in the classroom to support the learning of listening, speaking, reading and writing. The steps to make a word wall:

- a. Use the favorite words that most appropriate on particular theme, so they are easy to remember.
- b. Create these words in a variety of forms that will be more interesting for students.

- c. Make it useful by often using these words in a variety of activities such as, listening, speaking, reading or writing
- d. Make it easy to see, to write a script which is large and placed on a wall in the classroom.

In creating this media, the researcher determines the key words related to the theme and write a script in large letter on a paper as much as, so it possible can be seen clearly by all students in the class. The keywords can be adjectives, nouns, verb, or adverb which is customized with themes that will be studied. For the next stage teachers can collaborate with students in making the word wall.

The students asked to create a collection of vocabulary words on a piece of cardboard that relate to the theme of learning. After that, collected and selected the words are most appropriate with the theme that will be taught. All of student work then collected as the student portfolio and assessed.

There are many things that the teacher can use a word wall for:

- a. Chunking: Using words to help children spell words that rhyme with other words. For example, using common word families (i.e. "-ike in like).
- b. Spelling: Displaying the spelling words of the week on the wall. Keep the
- c. Spelling words throughout the year on the wall to help the students memorize the words.

- d. Word recognition: The students see the words on the wall and are able to identify them when the teacher asks to point out a particular word.
- e. Displaying categories: The teacher can separate words into categories and display them on his/her wall. For example, display the names of the students, names of animals, or maybe the months of the year.
- f. Alphabetical order: Teach the children a sense of alphabetical order by having the alphabet on a wall (letters enlarged) and have words that begin with those letters underneath the letter they correspond with.

J. The Vocabulary Related to the Curriculum at SMP

The relationship between vocabulary and reading skills is that a language user will not be able to draw and interpret the meaning from the printed if he or she does not have vocabulary. A wealth of research has documented the strength of the relationship between vocabulary and reading. In addition, the relationship between vocabulary and reading can be stated in detail as Nagy said (2011) that reading is the single most important factor in increased word knowledge.

So, the researcher will research about vocabulary especially the use of word wall media in reading skill. According to the curriculum SMP especially class VIII, the competency standard for reading sounds: understands the meaning of functional text and short essay in the form of descriptive and recount related to the surrounding environment. So, the researcher uses teaching materials in the related to invitation, short

message, meaning of ideas, and textual meanings in descriptive text and recount.

K. Conceptual Framework

The conceptual framework underlying in this research is given in the following diagram

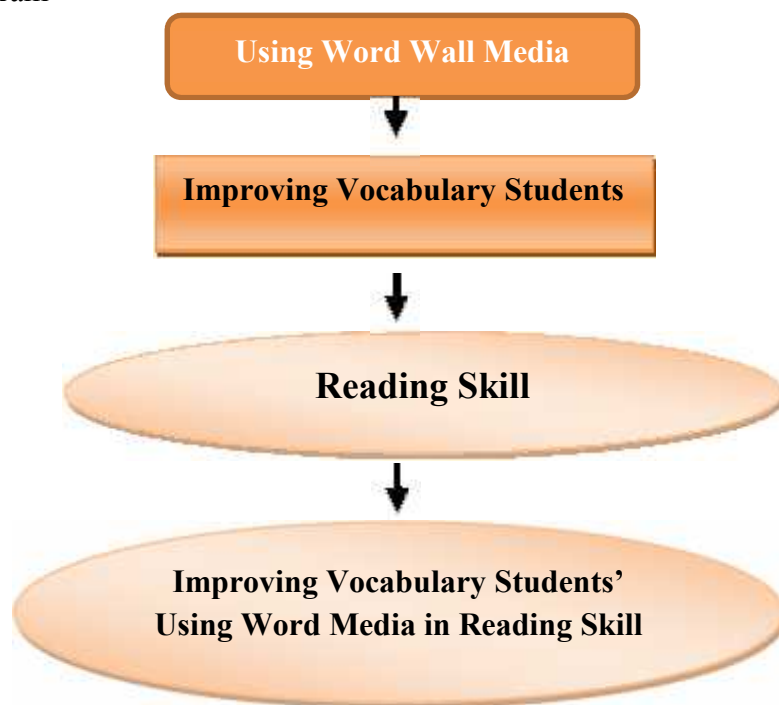


Figure 2.1: Conceptual Framework

L. Research Hypothesis

In this research, the researcher formulates hypothesis of the research as the following:

H0: There is no an improving the students' accuracy (vocabulary) of reading skill by using Word Wall Media.

H1: There is an improving the students' accuracy (vocabulary) of reading skill by using Word Wall Media.

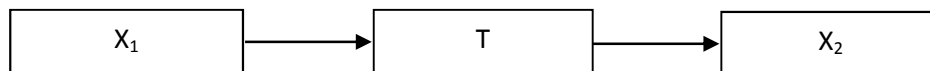
CHAPTER III

RESEARCH METHODS

M. Research Method

This chapter discusses the research method. It discusses research design, population and sample, instrument for collecting data, method of collecting the data, and method of analyzing the data.

Figure 3.1 Research Design



Where:

X_1 : Pretest

T : Treatment (4x meetings)

X_2 : Post Test

(Hatch , 1991:87)

1. Pre-test

Before doing the treatment, the students were given a pretest to know their prior knowledge. In this case, the teacher gave some words and asks the students what the meaning those words.

2. Treatment

The treatment was given after students have done pre-test. The researcher will do procedure as follows:

- a. The teacher gave prior knowledge about vocabulary to the students.
- b. The teacher explained about word wall media.

- c. The teacher applied word wall media in the class.
- d. The teacher presented the material on topic.
- e. The teacher divided students into groups.
- f. Teacher gave to the students' simple text in reading.
- g. The students' made a plan and mentioned vocabulary who they do not know.
- h. The students' played and mentioned word per word, than they wrote in the paper thus taped to the wall.
- i. The teacher ask students to mentioned again new vocabulary who they know, then wrote in the paper, and then taped to the wall.

3. Post-Test

The post-test were be gave to the students after gave treatment.

B. Population and Sample

1. Population

The population of this research took the Second Grade of SMP 3 Mallusetasi in academic year 2016-2017 which consisted 68 students'.

2. Sample

Thwas research were used purposive sampling technique. Where there was three classes at second grade, those are VIII.1, VIII.2, VIII.3. The researcher would tookV111.1 class. The researcher chose the class after doing observation. According to the teacher , VIII.1 has a low vocabulary than the other classes. The class consisted of 21 students. Thus, the total number of sample was21 students.

C. Research Variables

In this research consisted of two variables. They were independent variable and dependent variable. The independent variable was Word Wall Media and the dependent variable was students' mastery of vocabulary at the second grade of Junior High School 3 Mallusetasi. Where, the indicator of the research was to improve vocabulary.

D. Instrument of the Research

The instrument of the research was reading test. It were applied in pre-test and post-test segment. Pre-test aims to found that the prior knowledge of students' mastery of vocabulary in vocabulary practice subject and it were conducted at the first meeting. While, the post-test aims were be design to found that the significant of the treatment by using word wall media and it were conducted the last meeting in the class after the treatment.

E. Procedure of Collecting Data

1. The researcher were ask permission to the head master in the school.
2. The researcher were came to the class as a sample of the was research to do pre-test.
3. After doing the pre-test the researcher were applied word wall media in four times.
4. In the treatment, the researcher to taught about invitation and short message.
5. Then, the researcher prepared paper color.

6. Ask students mentioned word familiar, wrote word in the paper and then taped in the wall.
7. The researcher repeat word familiar that students wrote, and then the researcher say what the meaning of word.
8. After doing the treatment the researcher were be gave post-test to the students in the last meeting.

F. Technique of Data Analysis

In analyzing, the data collected through the pre-test and post-test the researcher uses the procedures as follows:

1. To find out the mean score of 'the students' answer by using the formula:

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

Where:

\bar{X} = Mean score

$\sum X$ = Total Score

N = The Number of Subjects

(Gay, 1981:298)

To classify the students' score, there are seven classifications which uses as follows:

Table: 2.1 Classification of Score

Score	Classification
96-100	Excellent
86-95	Very Good

76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
0-35	Very Poor

(Depdikbud, 1985:6)

2. To find out the improvement of the score by using gain the formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

P = Percentage of the score

X₁ = Pre-Test

X₂ = Post-Test

3. To find out the significant difference between the pre-test and post-test by calculating the value of the test using formula:

$$\bar{D} = \frac{\sum D}{N}$$

4. To find out the significant differences between the score of pre-test and post-test, the researcher use the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

$T = t$ Significant

D = The difference between the scores of pre-test and post-test

\bar{D} = The mean score of the difference between the scores of pre-test
and post-test

N = The number pairs of subject in the study

(Gay, 1981:331)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections. The first section deals with the findings of the research and the second section deals with discussion. Particularly covers the findings and discussion of the research. And the description of the result of data analysis that would be discussed in discussion section.

A. Findings

After analyzed, the data derived from the pre-test and post-test. The data were served 4 tables which consist of some forms of analysis namely classification, score, frequency and percentage. Below was the result of data analysis of pre-test:

1. Table 2.2 Mean Score of Pre-Test and Post-Test Vocabulary

Kind of Test	Mean Score
Pre – Test	51.42
Post – Test	90

The table above showed that the students mean score of pre-test was 51.42 while the students' mean score in post-test was 90. It was analyzed that there was improvement of students' vocabulary ability after the used of Word Wall Media in the classroom.

In the pre-test show that, mean score of students' got 51.42 of 21 students. The questions of pre-test there was 10 items, each items get score 10. The total

score the question is 100. So, there was 3 student's got score 70, than there was 5 students' got score 60, there was 5 students got score 50, and there was 8 students got score 40.

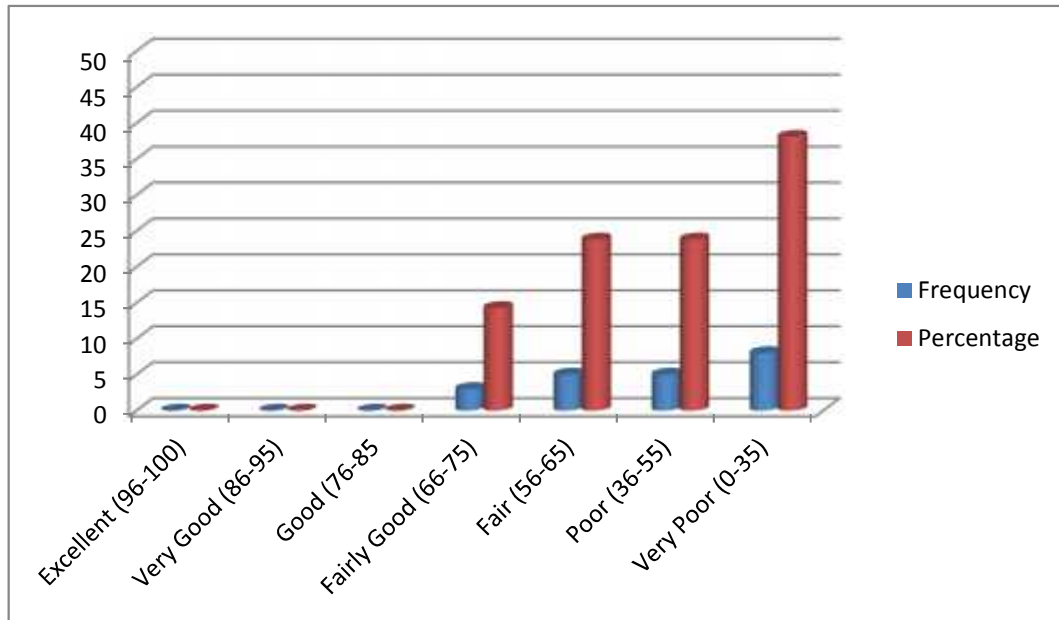
In the post-test show that, mean score of students' got 90 of 21 students. The questions of pre-test there are 10 items, each items get score 10. The total score the question is 100. So, there was 6 students' got 100. Than, there was 12 students' got 90. And then, there was 3 students' got score 70.

2. Table 2.3 Students' Vocabulary Not Using Word Wall Media

No.	Classification	Pre-Test	
		F	%
1	Excellent (96-100)	0	0
2	Very Good (86-95)	0	0
3	Good (76-85)	0	0
4	Fairly Good (66-75)	3	14.28
	Fair (56-65)	5	23.81
6	Poor (36-55)	5	23.81
7	Very Poor (0-35)	8	38.10
Total		21	100

Based on Table 2.3, The percentaged of the pre-test showed that, there was no student (0) of 21 students who got excellent category (96-100) score, very good category (86-95) and good category (76-85) for the Students' mastery of vocabulary. There were 3 students (14.28) got fairly good category (66-75), there were 5 students (23.81) who got fair category (55-65). For poor category (36-55), there were 5 students (23.81) and there were 8 students (38.10) for very poor category (0-35). So the result can be concluded that the students' mastery of vocabulary pre-test was very poor categorized.

To see clearly the students' score percentage of the students' mastery of vocabulary, the graphic would be showed the pre-test result:



Graphic 4.1 The Score Percentage of the Students' Mastery of Vocabulary

Graphic 4.1 indicated the score percentage of the students' mastery of vocabulary were very poor. Before used word wall media, some of students felt difficult to know the meaning vocabulary those words. It was showed by the graphic that it was 8 students from 21 students got very poor category (0-35), and another got poor (36-55), fair (56-65), fairly good (66-75, good (76-85), very good (86-95), and excellent category (91-100).

3. Table 2.4 : Students' Vocabulary Mastery By Using Word Wall

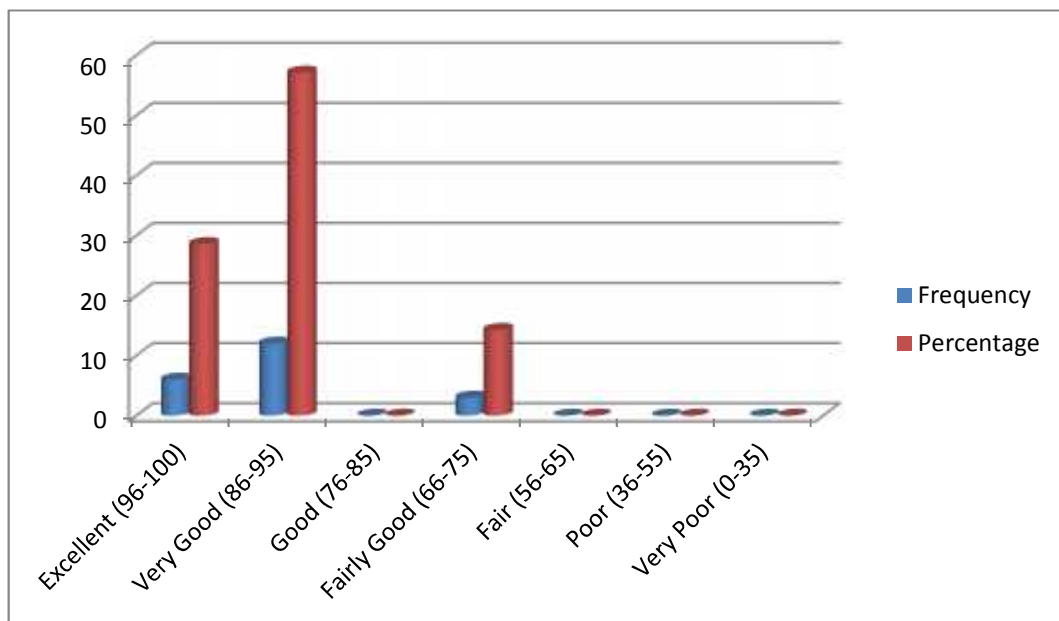
Media

No	Classification	Post-test	
		F	%
1	Excellent (96-100)	6	28.58
2	Very Good (86-95)	12	57.14

3	Good (76-85)	0	0
4	Fairly Good (66-75)	3	14.28
5	Fair (56-65)	0	0
6	Poor (36-55)	0	0
7	Very Poor (0-35)	0	0
Total		21	100

Based on Table 2.2, the percentage of the post-test showed that there were 6 students (28.58) of 21 students got excellent category(96-100) of the students' mastery of vocabulary. There were 12 students (57.14) got very good category (86-95), there were 3 students (14.28) got fairly good (66-75). So the result can be concluded that the students' mastery vocabulary of in post-test was very good categorized.

To see clearly the students' score percentage of accuracy in vocabulary, the graphic would be showed the post-test result:



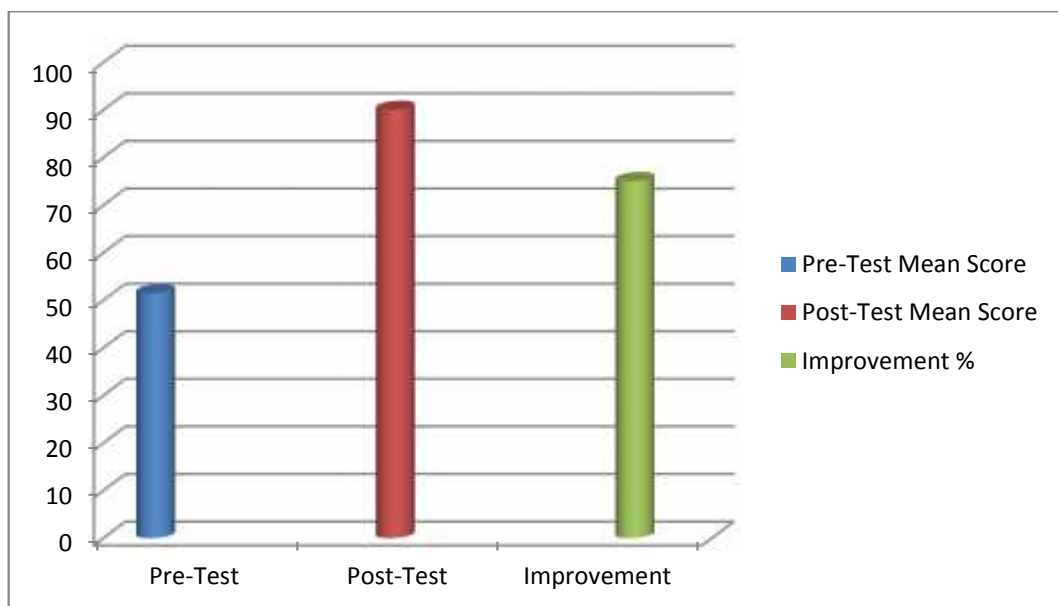
Graphic 4.2 The Post Test Score Percentage of Students' Mastery Vocabulary

Graphic 4.2 In post-test result, indicated the score percentage of students' mastery of vocabulary were better and higher than in the pre-test. After used team word wall media in treatments, the students' mastery of vocabulary was better than pretest.

4. The Improvement of Students' Vocabulary By Using Word Wall Media

The improvement of the students' vocabulary at the second grade of SMP Negeri 3 Mallusetasi by using Word Wall Media was presented clearly in the following table:

Too clearly the students' improvement percentage of students' mastery of vocabulary the graphic would be showed the result:



Graphic 4.3: The Improvement of the students' Mastery of Vocabulary

Graphic 4.3 presented about the improvement of the students' mastery of vocabulary between the pre-test and post-test. The pre-test got (51.42) as mean

score and the Post-Test got (90) as mean score. The improvement of the pre-test to post test was (75.02).

5. Hypothesis Testing

In order to see whether or not, there was a significant difference between the results of the pre-test was be applied. The test variable (pre-test and post-test) are statistically different on alpha level (α) = 0.05, at the degree of freedom (df) $N-1 = 20$ to see the difference

Table 2. 5: Hypothesis testing

Variable	t-test value	t-table
X2-X1	0.16	1.725

Table 4.6, The indicates that the value of the t-test (0.16) was greater than the value of the t-table (1.725). It means that there was a significant difference between the result of the pre-test and post-test of the students.

Seeing the result in table 4.6 it can be concluded that the null hypothesis (H_0) was rejected where is alternative hypothesis (H_1) was accepted. In other words, the used of Word Wall Media can stimulate to vocabulary some word in English.

B. Discussion

1. The Use of Word Wall Media

The description of the data collected, used word wall media as explained in the previous section showed that the students' was stimulated. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and post-test. The students score after implemented the students to vocabulary

some words through word wall media in small group, pairs and one by one to discussion was better than before the treatment gave to the students.

In the pre-test show that, mean score of students' got 51.42 of 21 students. The questions of pre-test there was 10 items, each items get score 10. The total score the question is 100. So, there was 3 student's got score 70, than there was 5 students' got score 60, there was 5 students got score 50, and there was 8 students got score 40.

In the post-test show that, mean score of students' got 90 of 21 students. The questions of pre-test there are 10 items, each items get score 10. The total score the question is 100. So, there was 6 students' got 100. Than, there was 12 students' got 90. And than, there was 3 students' got score 70.

Based on the findings result, the students' score percentaged in vocabulary before used word wall media showed that the students' ability vocabulary in reading skill at the second grade students of SMP 3 Mallusetasi especially class VIII.1 were very poor. It was showed in pre-test that out of 21 students, there was no student (0) who got excellent category (96-100) score, very good category (86-95) and good category (76-85) for the Students' mastery of vocabulary. There were 3 students (14.28) got fairly good ategy (66-75), there were 5 students (23.81) who got fair category (55-65). For poor category (36-55), there were 5 students (23.81) and there were 8 students (38.10) for very poor category (0-35). So the result can be concluded that the students' mastery in vocabulary's pre-test was very poor categorized. In was because most of students did not know how to know the meaning some words correctly.

The percentage of the post-test showed that there were 6 students (28.58) of 21 students got excellent category (96-100) of the students' mastery of vocabulary. There were 12 students (57.14) got very good category (86-95), there were 3 students (14.28) got fairly good (66-75). So the result can be concluded that the students' mastery vocabulary of in post-test was very good categorized.

Nurchayani (2016) in her article journal entitled "*The Effectiveness of Using Word Wall Media Toward Students' Vocabulary Mastery of Eight Grade In Mts Negeri Bandung*", she found that the main purpose of a word wall is to help students to 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.

Southerland (2011) in her article journal entitled "*The Effects of Using Interactive Word Wall to Teach Vocabulary to Middle School Students*", he found that the effective teaching strategies and student interaction are also common components of their instruction. As students move into the middle school grades, these elements tend to disappear, in exchange for more independent learning and memorization of material, including vocabulary memorization.

Based on the journals above, the research has similarity with these research is using word wall as a research material while the difference between the two journals with the research are vocabulary subject material. The third journals above using senior high school as a research material. So in reference to

the explanation above, the research to has motivation to do the research Improving the Students' Vocabulary through Word Wall reading skill.

To overcome students' in reading skill conducted in SMP 3 Mallusetasi on 21 August until 11 September. The researcher applied word wall is good technique in the teaching and learning process vocabulary, because word wall media technique in addition to learning vocabulary can also know pronunciation word per word. As Hornby said (2003:118) many factors appear to play a role in vocabulary development, in teaching and learning in the language classroom, states that there are three factors that influence vocabulary development.

d. Frequency

Frequency has been accorded a high level of significance in English teaching and learning for many years as result of the use of word frequency counting as a procedure informing syllabus and material design. The rationale for this is quite simply that the most frequently occurring words in the English language will be those most useful to learners. Repetition of words in materials can the process of lexical inference and has been used as a principle for constructing grade reading material for many years.

e. Pronunciation

In the initial stages of language learning it is common for teachers to insist on a fair amount of pronunciation practice of new words to help learners acquire the correct stress pattern of syllables. In later stages, this is often discontinued as

the focus of learning changes to other aspects of language and as individual learners pick up vocabulary in their own way and at their own rates.

f. Contextualization

Wagaman - jennifer, (2009) argues that text, present a linguistic and psychological reality, and that presenting words in the context of a text will provide support and reduce inference. It is her contention that if learners have to perform certain activities on unfamiliar words in texts, there is a good change of retaining the words. The activities comprise guessing meaning from context and from word form, verifying meaning checking in a dictionary, and analysis of the word form to recognize relationships between the new word and others already know.

In treatments, at the first meeting the researcher actually found that there were most of the students got problem in vocabulary, because the most of students still difficult to know the meaning of words. The second meeting until last they tried using word wall media to know the mean of words and also they paid attention to explanation that given by the researcher to them at the end of each meeting. The researcher applied word wall media in English teaching and learning to stimulated students to know the mean of words. After giving some treatments by word wall media, the students' vocabulary was improved.

2. Test of Significance Testing and Hypothesis

From the t-test, the researcher found that the value of t-test (0.16) was greater than the value of t-table (1.725) on alpha level @ or level of significance

$p=0.05$ at the degree of freedom (df) of 20. It was means that the result of teaching the students in vocabulary through word wall media in the classroom.

Based on the result of the t-test, the researcher found that there was a significant difference between the result of pre-test before and post pest. It means that there was significant difference result of the pre-test before and after teaching and learning processed by used problem solving method in the classroom. It was because the students learned and practiced their English through problem solving method in the classroom that could enlarge their new experience and knowledge. Based on the data it can be concluded that the second grade of students' class VIII.1 of SMP was improved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research by using word wall media in improving the students' mastery of vocabulary at the second grade class VIII.1 of SMP 3 Mallusetasi and based on the result and discussion of the data analysis previously, the researcher take conclusion as follows:

The improvement of the students' mastery of vocabulary through word wall media in improving the students' mastery of vocabulary at the second grade class VIII.1 of SMP 3 Mallusetasi was significantly improved. It was provided by the main score of the pre test (51.42) and the main score of the post test (90) it was showed that students' vocabulary ability in post test was higher than the pre test, besides the test value (0.16) which was higher than t-table (1.725).

It can be concluded that the used of word wall media in the classroom was effective to improve the students' mastery of vocabulary at the second grade class VIII.1 of SMP 3 Mallusetasi.

B. Suggestions

Based on the conclusion above, the researcher proposes some suggestions, that lecturer should sometimes make a cooperative learning in class. For example, gave a list of words to every group and let them to discuss to each other friend in their each group about the meaning of those words. So, they can decide the way to the meaning those words according to their group agreement to improve their mastery in vocabulary.

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SCHEDULE OF RESEARCH IMPLEMENTATION

VIII.1 CLASS SMP 3 MAKASSAR

IN ACADEMIC YEAR 2017/2018

No.	Day/Date	Time	Materi	Information
1.	Saturday, 26 August 2017	07.15 – 07.55 07.55 – 08.35	<i>Pretest</i>	Done
2.	Tuesday, 29 August 2017	07.15 – 07.55 07.55 – 08.35	Invitation material	Done
3.	Saturday, 02Augusts 2017	07.15 – 07.55 07.55 – 08.35	Make responses invitation	Done
4.	Tuesday, 05 September 2017	07.15 – 07.55 07.55 – 08.35	Short Message material	Done
5.	Saturday, 09 September 2017	07.15 – 07.55 07.55 – 08.35	Kind short message and make short message	Done
6.	Tuesday, 12 September 2017	07.15 – 07.55 07.55 – 08.35	<i>Post-test</i>	Done

APPENDIX B

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP : SMP Negeri3 Mallusetasi

Kelas : VIII

Standar Kompetensi : Memahami makna dalam percakapan transaksional dan interpersonal untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima kasih berkaitan dengan lingkungan sekitar

Tema : *Descriptive Text*

Aspek/Skill : Vocabulary

Alokasi Waktu : 4 x 40 menit

Pertemuan : 1 – 2 meetings

A. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

1. Mengetahui pengertian invitation.
 2. Mengetahui beberapa contoh expression invitation, accepting, and refusing invitations.
 3. Mengetahui cara membuat undangan.
 4. Mengetahui cara merespon undangan.
- **Karakter siswa yang diharapkan** :Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Percaya diri (*self confidence*)

Semangat (*enthusiasm*)

B. Materi Pembelajaran

1. Communication Practice
 - a. Teks monolog berbentuk descriptive
 - b. Kosakata yang terkait dalam teks descriptive
 - c. Ciri kebahasaan dalam teks descriptive
2. Grammar Practice
 - a. Penjelasan tentang invitation

Invitation is a written or spoken request to come to an event such as party, a meal, or a meeting.

- b. Expressions of inviting others, Accepting, and Refusing Invitation

Some expressions of inviting others are:

- Would you like to come to my party?
- Could you come to a party at my place next Sunday?
- How would you like to come with me and spend a week with us next Monday?

Some expressions of accepting invitations are:

- Yes, I will.
- Yes, I'd love to.
- That would be great fun.
- Ok. That sounds nice.

Some expressions of refusing invitations are:

- Sorry, but I have something to do.
- I'm sorry, I like to, but I already have another appointment.
- I would like to come, but I can't.

3. Developing Skill

Memahami teks invitation

Example invitation and response

Invitation

Dear Jessy,

Do you know that the new Underworld movie is already played in XXI cinema ?why don't we go to see it tomorrow again.

Yours,

Tracy

Response

Dear Tracy,

Really? That's a good idea, see you there at 18.00 then.

Yours,

Jessy

C. Media



- Picture
- Paper pattern
- cork

D. Metode Pembelajaran/Teknik

1. Total physical response (untuk pengenalan kosakata baru)
2. Practice and production (untuk pembelajaran ungkapan transaksional dan interpersonal)

E. Langkah-langkah Kegiatan

➤ **Pertemuan Pertama**

a. Kegiatan Pendahuluan

1. Salam
2. Guru menanyakan kabar siswa
3. Guru mengabsen siswa
4. Mengantar siswa ke materi
5. Guru menyampaikan tujuan pembelajaran

b. Kegiatan Inti

Eksplorasi:

Dalam kegiatan eksplorasi, guru:

1. Guru melibatkan siswa dalam mengidentifikasi kosa kata dalam kalimat.
2. Guru bersama siswa mengidentifikasi kosakata melalui media kata dinding (word wall).
3. Guru melakukan Tanya jawab terkait dengan kosa kata memakai media kata dinding

Elaborasi:

Dalam kegiatan elaborasi, guru:

1. Guru memberikan tugas atau diskusi kepada siswa.
2. Membiasakan siswa membaca dan menulis melalui tugas yang telah ditentukan.
3. Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah.

Konfirmasi:

Dalam kegiatan konfirmasi, guru:

1. Guru bertanya tentang hal yang belum diketahui oleh siswa mengenai kosakata menggunakan media kata dinding.
2. Guru memberikan penjelasan dan menyimpulkan terkait tentang pengajaran kosakata dengan menggunakan kata dinding.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru :

1. Menanyakan kesulitan siswa tentang materi yang sudah diajarkan.
2. Menyimpulkan materi pembelajaran.
3. Guru menyampaikan materi pertemuan berikutnya.
4. Salam

➤ Pertemuan Kedua

a. Kegiatan Pendahuluan

1. Salam
2. Guru menanyakan kabar siswa
3. Guru mengabsen siswa
4. Mengantar siswa ke materi
5. Guru menyampaikan tujuan pembelajaran

b. Kegiatan Inti

Dalam kegiatan elaborasi, guru:

1. Guru memberikan tugas atau diskusi kepada siswa.

2. Membiasakan siswa membaca dan menulis melalui tugas yang telah ditentukan.
3. Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah.

Eksplorasi:

Dalam kegiatan eksplorasi, guru:

1. Guru melibatkan siswa dalam mengidentifikasi kosakata dalam kalimat.
2. Guru bersama siswa mengidentifikasi kosakata melalui media kata dinding (word wall).
3. Guru melakukan tanya jawab terkait dengan kosakata memakai media kata dinding.

Elaborasi:

Dalam kegiatan elaborasi, guru:

1. Guru memberikan tugas atau diskusi kepada siswa.
2. Membiasakan siswa membaca dan menulis melalui tugas yang telah ditentukan.
3. Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah.

Konfirmasi:

Dalam kegiatan konfirmasi, guru:

1. Guru memberikan tugas atau diskusi kepada siswa.

2. Membiasakan siswa membaca dan menulis melalui tugas yang telah ditentukan.
3. Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru :

1. Menanyakan kesulitan siswa tentang materi yang sudah diajarkan.
2. Menyimpulkan materi pembelajaran.
3. Guru menyampaikan materi pertemuan berikutnya.
4. Salam.

F. Sumber Belajar

1. Buku Interactive English
2. Internet

G. Penilaian

1. Pedoman Penilaian
 - a. Exercise

Make the response invitation below based on the situation !

Maya invites Jessy, to come to birthday party Lhana. Jessy refuse the invitation because she has had another plan to do.

- b. Jumlah skormaksimal x 10 = 100

c. Nilai maksimal = 100

d. Nilai peserta didik = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

2. Rubrik Penilaian

Uraian	Skor
Jawaban tepat	1
Tidak menjawab soal	0

Topporeng, 2017
Mahasiswa,

IRAWATI

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

SMP : SMP Negeri 3 Mallusetasi

Kelas : VIII

Standar Kompetensi : Memahami makna dalam percakapan transaksional dan interpersonal untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterimakasih berkaitan dengan lingkungan sekitar.

Tema *Descriptive Text*

Aspek/Skill : Vocabulary

Alokasi Waktu : 4 x 40 menit

Pertemuan : 1 – 2 meetings

A. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

1. Mengetahui pengertian pesan pendek.
2. Mengetahui beberapa jenis pesan pendek.
3. Mengetahui cara membuat pesan pendek.

- **Karakter siswa yang diharapkan** : Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Percaya diri (*self confidence*)

Semangat (*enthusiasm*)

B. Materi Pembelajaran

1. Communication Practice

- a. Teks monolog berbentuk descriptive.
- b. Kosakata yang terkait dalam teks descriptive.
- c. Ciri kebahasaan dalam teks descriptive.

2. Grammar Practice

- a. Penjelasan tentang short message.

Short Message adalah fungsional teks yang berfungsi sebagai penyampain informasi, perintah, pemberitahuan tentang sesuatu kepada seseorang.

b. Jenis short Message

- Notice (petunjuk/peringatan)
- Greeting Card (kartu ucapan)
- Short message
- Announcement (pengumuman)
- Advertisement (iklan)

3. Developing Skill

Memahami teks short message

Example



COMMITTEE
SCHOOL TRIP TO PAHAWANG ISLAND

On 23rd of March, the school will hold a school trip to Pahawang Island.

Departure time : 07.00 a.m.

Programs : Morning swimming, snorkeling, lunch in the sea, games, volley ball.
Afternoon walk along the beach to the Mahitam, watch the tower.

Fee : Rp 170.000,00

Contact Person : Janet, Miko

Chairperson

Budi Wahono

Announcement



Advertisement

Lia,

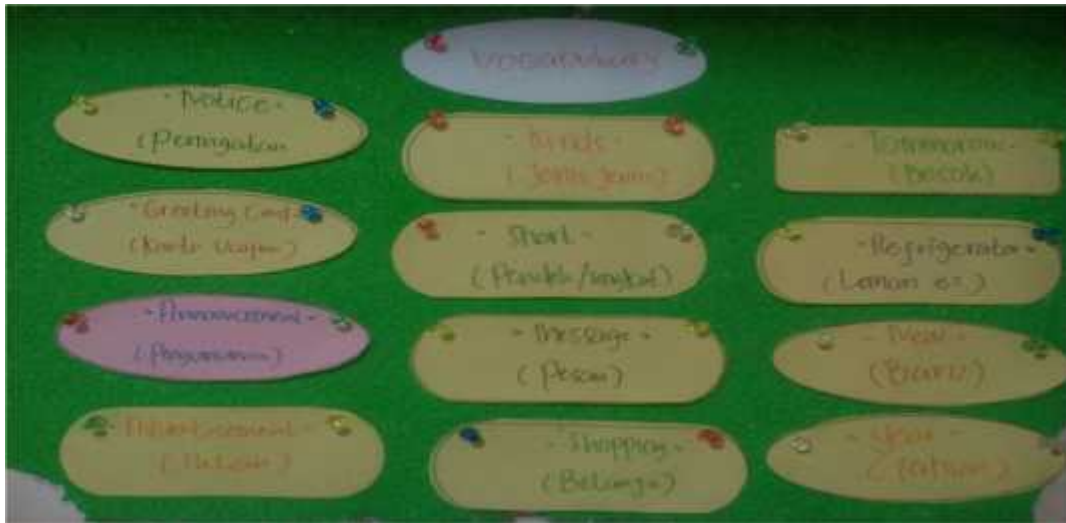
I'm out for shopping your meal is in refrigerator.

Mom

short message

C. Media





- Picture
- Paper pattern
- cork

D. Metode Pembelajaran/Teknik

1. Total physical response (untuk pengenalan kosakata baru)
2. Practice and production (untuk pembelajaran ungkapan transaksional dan interpersonal)

E. Langkah-langkah Kegiatan

➤ Pertemuan Ketiga

a Kegiatan Pendahuluan

1. Salam
2. Guru menanyakan kabar siswa
3. Guru mengabsen siswa
4. Mengantar siswa ke materi
5. Guru menyampaikan tujuan pembelajaran

b. Kegiatan Inti

Eksplorasi:

Dalam kegiatan eksplorasi, guru:

1. Guru melibatkan siswa dalam mengidentifikasi kosakata dalam kalimat.
2. Guru bersama siswa mengidentifikasi kosakata melalui media kata dinding (word wall).
3. Guru melakukan tanya jawab terkait dengan kosakata memakai media kata dinding.

Elaborasi:

Dalam kegiatan elaborasi, guru:

1. Guru memberikan tugas atau diskusi kepada siswa.
2. Membiasakan siswa membaca dan menulis melalui tugas yang telah ditentukan.
3. Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah.

Konfirmasi:

Dalam kegiatan konfirmasi, guru:

1. Guru bertanya tentang hal yang belum diketahui oleh siswa mengenai kosakata menggunakan media kata dinding.
2. Guru memberikan penjelasan dan menyimpulkan terkait tentang pengajaran kosakata dengan menggunakan media kata dinding.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru :

1. Menanyakan kesulitan siswa tentang materi yang sudah diajarkan.
2. Menyimpulkan materi pembelajaran.
3. Guru menyampaikan materi pertemuan berikutnya.
4. Salam

➤ **Pertemuan Kempat**

a. Kegiatan Pendahuluan

1. Salam
2. Guru menanyakan kabar siswa
3. Guru mengabsen siswa
4. Mengantar siswa ke materi
5. Guru menyampaikan tujuan pembelajaran

b. Kegiatan Inti

Eksplorasi:

Dalam kegiatan eksplorasi, guru:

1. Guru melibatkan siswa dalam mengidentifikasi kosakata dalam kalimat.
2. Guru bersama siswa mengidentifikasi kosakata melalui media kata dinding (word wall).
3. Guru melakukan tanya jawab terkait dengan kosakata memakai media kata dinding.

Elaborasi:

Dalam kegiatan elaborasi, guru:

1. Guru memberikan tugas atau diskusi kepada siswa.
2. Membiasakan siswa membaca dan menulis melalui tugas yang telah ditentukan.
3. Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah.

Konfirmasi:

Dalam kegiatan eksplorasi, guru:

1. Guru memberikan tugas atau diskusi kepada siswa.
2. Membiasakan siswa membaca dan menulis melalui tugas yang telah ditentukan.
3. Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru :

1. Menanyakan kesulitan siswa tentang materi yang sudah diajarkan.
2. Menyimpulkan materi pembelajaran.
3. Guru menyampaikan materi pertemuan berikutnya.
4. Salam.

F. Sumber Belajar

1. Buku Interactive English
2. Internet

G. Penilaian

1. Pedoman Penilaian

a. Exercise

Make one of example from short message!

- a) notice
 - b) greeting card
 - c) advertisement
- b. Jumlah skor maksimal x 10 = 100
- c. Nilai maksimal = 100
- d. Nilai peserta didik = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

2. Rubrik Penilaian

Uraian	Skor
Isi benar tata bahasa benar	2
Isi dan tata bahasa kurangtepat	1
Tidak menjawab soal	0

Topporeng, 2017

Mahasiswa,

IRAWATI

ANSWER SCORING

(PRETEST)

No	Question	Score
	<p style="text-align: center;">PRE-TEST</p> <p>A. Choose the correct answer by crossing (x) a, b, c, or d !</p> <div style="border: 2px solid orange; border-radius: 25px; padding: 10px; margin: 10px auto; width: fit-content;"><p style="text-align: center;">It's a birthday party for Riska Johan Come and share the joy There'll be ice cream and cakes for every girl and boy Saturday July, 15.00 P.M At Johan house green pramuka apartment 5th floor RSVP: June (021) 435 2275</p></div>	
1.	<p>When will the party be held ?</p> <p>a) July 4 c) July 15</p>	10
2.	<p>b) July 5 d) July 21</p> <p>Riska's parent wrote the card.... Riska's birthday party..</p> <p>a) To inform people to c) To invite people to</p> <p>b) To tell about people enjoy d) To make</p>	10

3.	<p>Mr and Mrs. Rhina Zainuddin invite you to share the joy of the marriage uniting their daughter Alisa Zainuddin to Jeffry Friday, the thirteen of June two thousand and eight at three o'clock in the afternoon Gajah Wong Restaurant Jl.Angrek Makassar.</p>	10
4.	<p>The purpose of the text is to invite you...</p> <ul style="list-style-type: none"> a) To attend Mr and Mrs. RhynaZainuddin's marriage b) To unite Alisa an Jeffry in a wedding party c) To attend Alisa to Jeffry in wedding party d) To marry with Mr and Mrs.Zainuddin <p>Which statements is TRUE based on text</p> <ul style="list-style-type: none"> a) The party will be held on June 13th, 2008 b) Jeffry an Alica Zainuddin's son c) The party will be sponsored by Gajah Wong Restaurant d) Mr and Mrs. Rhyna Zainuddin will celebrate their anniversary 	10
5.	<p>You are invited</p> <p>Garden Party</p> <p>Birthday party for Laras Sihombing</p>	10
6.	<p>Saturday, 14 March 2017 P.M</p> <p>Suhito Home</p> <p>(KMLIF No 13 Makassar Sulawesi Selatan</p>	10

	<p>a) Blame c) Deny b) Honor d) Neglect</p> <p>9.</p> <p style="text-align: center;">Soft and sweet, a state of bliss our mommy- to be is expecting a girl</p> <p style="text-align: center;">Let’s Shower Prita Sari with love Friday, December 19th 2017 at 4 p.m RSVP by December 16th 2017 -11-27 Aditya, 0865430887</p> <p>10.</p> <p>From the text we can infer that...</p> <p>a) Prita Sari is going to deliver a baby b) The party will be held in the morning c) Prita Sari has delivered a baby boy d) Rita Sary is a mother to be</p> <p>Our Mommy to be is <u>expecting</u> a girl what does the underlined word mean?</p> <p>a) Recognizing b) Admitting c) Confessing d) Waiting for</p>	<p style="text-align: center;">10</p> <p style="text-align: center;">10</p>
	<p>TOTAL SCORE</p>	<p>100</p>

ANSWER SCORING (POST-TEST)

No	QUESTIONS	Score
	<p>POST-TEST</p> <p>B. Read the announcement and advertisement, then answer the question below !</p> <div style="border: 2px solid orange; border-radius: 25px; padding: 15px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Announcement</p> <p>From : SMP 2 Makassar SMP 3 Mallusetasi Sulawesi Selatan, 90753 Contac : Clara Mustika Phone 0812-6759-5432 For Use: Now to August 27, 2017</p> <p style="text-align: center;">On the 28th August 2017, a team from the SMP 2 Makassar will come to the SMP 3 Mallusetasi to provide guidance on scholarship for out sanding students in Indonesia. Event will be held on the 30th October 2017.</p> </div>	
1.	What is the text about ?	10
2	Where can you find this announcement ?	10
3	What is the purpose of text ?	10
4	What is the announcement for ?	10
5.	Who can be contacted in the event ?	10
6.	when will be held the event	10
7.	Mentioned contact numbers in the event ?	10
8	When SMP 2 come to SMP 3 Mallusetasi for provide guidance?	10

	<p style="text-align: center;">ADVERTISEMENT</p> <p style="text-align: center;">New Happy Childhood Chewy Food</p> <p style="text-align: center;">Special supplements are needed for intelligence, growth and development of children age 3. Made from best ingredients for you children.</p> <p style="text-align: center;">Buy One get one free</p>	
	<p>The supplement is for a person that is ?</p> <p>what is the writers' purpose?</p>	<p style="text-align: right;">10</p> <p style="text-align: right;">10</p>
	Total	100

KEY WORDS

TEST RESULT (PRE-TEST & POST-TEST)

No	KEY WORDS	Score
1	<p style="text-align: center;">PRE-TEST</p> <p>A. Choose the correct answer by crossing (x) a, b, c, or d</p> <p style="text-align: center;">!</p> <ol style="list-style-type: none">1. C2. C3. C4. A5. D6. B7. B8. B9. D10. D	
2	<p style="text-align: center;">POST-TEST</p> <p>B. Read the announcement and advertisement, then</p> <p style="text-align: center;">answer the question below !</p> <ol style="list-style-type: none">1. Announcement2. In the school SMP 3 Mallusetasi3. For give information will be held event provide	

	<p>guidance on scholarship for out sanding students in Indonesia.</p> <p>4. SMP 3 Mallusetasi that is will be held event</p> <p>5. Clara Mustika</p> <p>6. On the 30th October 2017</p> <p>7. 0812-6759-5432</p> <p>8. On the 28th August 2017</p> <p>9. Children age 3</p> <p>10. For give information that is there is supplement for children age</p>	

APPENDIX C

The List Name of the VIII-1 Class of SMP Negeri 3 Mallusetasi, Barru Regency

No	Sample	Code
1	Aidil	S-1
2	Dewi	S-2
3	FaniNurullIslami Umar	S-3
4	Fitriani	S-4
5	HabibAlwiAlkaf	S-5
6	Herawati	S-6
7	Hilmianti	S-7
8	Ilham	S-8
9	Liliskar	S-9
10	Muh. Iksan	S-10
11	Nisma	S-11
12	Nurwidyanti	S-12
13	NurulAmalia	S-13
14	Ramadan	S-14
15	Rendi Al Fareza	S-15
16	RiaHandayani	S-16
17	Rina	S-17
18	Sudirman	S-18
19	VerawatiUsman	S-19
20	VhiviMylaniMarsahara	S-20
21	ZulAkbar	S-21

The raw score of the students' Mastery of Vocabulary Pre-Test

No	Code	Score	Classification
1	S-1	60	Fair
2	S-2	40	Very Poor
3	S-3	70	Fairly Good
4	S-4	40	Very Poor
5	S-5	50	Poor
6	S-6	40	Very Poor
7	S-7	40	Very Poor
8	S-8	60	Fair
9	S-9	70	Fairly Good
10	S-10	50	Poor
11	S-11	50	Poor
12	S-12	40	Very Poor
13	S-13	40	Very Poor
14	S-14	60	Fair
15	S-15	60	Fair
16	S-16	40	Very Poor
17	S-17	40	Very Poor
18	S-18	50	Poor
19	S-19	50	Poor
20	S-20	70	Fairly Good
21	S-21	60	Fair
Total Score			1080
Mean Score	X		51,428

The raw score of the students' Mastery of Vocabulary Post-Test

No	Code	Score	Classification
1	S-1	100	Excellent
2	S-2	100	Excellent
3	S-3	90	Very Good
4	S-4	100	Excellent
5	S-5	90	Very Good
6	S-6	90	Very Good
7	S-7	70	Fairly Good
8	S-8	90	Very Good
9	S-9	90	Very Good
10	S-10	90	Very Good
11	S-11	70	Fairly Good
12	S-12	90	Very Good
13	S-13	70	Fairly Good
14	S-14	100	Excellent
15	S-15	90	Very Good
16	S-16	90	Very Good
17	S-17	90	Very Good
18	S-18	90	Very Good
19	S-19	100	Excellent
20	S-20	90	Very Good
21	S-21	100	Excellent
Total Score	$\sum x$	1.890	
Mean Score	X	90	

No.	Score Pre-Test (X_1)	Score Post-Test (X_2)	$D = X_2 - X_1$	X_1^2	X_2^2	D^2	Improvement
1	60	100	40	3600	10000	1600	66.66667
2	40	100	60	1600	10000	3600	150
3	70	90	20	4900	8100	400	28.57143
4	40	100	60	1600	10000	3600	150
5	50	90	40	2500	8100	1600	80
6	40	90	50	1600	8100	2500	125
7	40	70	30	1600	4900	900	75
8	60	90	30	3600	8100	900	50
9	70	90	20	4900	8100	400	28.57143
10	50	90	40	2500	8100	1600	80
11	50	70	20	2500	4900	400	40
12	40	90	50	1600	8100	2500	125
13	40	70	30	1600	4900	900	75
14	60	100	40	3600	10000	1600	66.66667
15	60	90	30	3600	8100	900	50
16	40	90	50	1600	8100	2500	125
17	40	90	50	1600	8100	2500	125
18	50	90	40	2500	8100	1600	80
19	50	100	50	2500	10000	2500	100
20	70	90	20	4900	8100	400	28.57143
21	60	100	40	3600	10000	1600	66.66667
Total score	1080	1890	810	58000	171900	34500	1715.714
Mean Score	51.42	90	38.57	2761.90	8185.71	1642.85	81700,66

The Mean Score of the Students' Mastery of Vocabulary in Pre-Test and Post-Test

1. Mean Score of the Students' Pre-Test

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{1080}{21} \\ &= 51,42\end{aligned}$$

2. Mean Score of the Students' Post Test

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{1890}{21} \\ &= 90\end{aligned}$$

$$P = \frac{X_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{90 - 51,42}{51,42} \times 100\%$$

$$= 75,02\%$$

The Test Value of mastery vocabulary

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{810}{\sqrt{\frac{34500 - \frac{656100}{21}}{21(21-1)}}$$

$$t = \frac{810}{\sqrt{\frac{34500 \times 31242,85}{420}}}$$

$$t = \frac{810}{\sqrt{25663775,39}}$$

$$t = \frac{810}{5065,94}$$

$$t = 0,16$$

TABLE DISTRIBUTION OF T-VALUE

<i>α (For two groups sample)</i>						
<i>df</i>	<i>0, 50</i>	<i>0, 20</i>	<i>0, 10</i>	<i>0, 05</i>	<i>0, 02</i>	<i>0, 1</i>
	<i>α (For one group sample)</i>					
	<i>0, 25</i>	<i>0, 10</i>	<i>0, 05</i>	<i>0, 02</i>	<i>0, 01</i>	<i>0, 005</i>
1.	1,000	3,078	6,314	12,706	31,821	63,657
2.	0,816	1,886	2,920	4,303	6,965	9,925
3.	0,765	1,638	2,353	3,182	4,541	5,841
4.	0,741	1,533	2,132	2,766	3,747	4,604
5.	0,727	1,476	2,015	2,571	3,365	4,032
6.	0,718	1,440	1,943	2,447	3,143	3,707
7.	0,711	1,415	1,895	2,365	2,998	3,499
8.	0,706	1,397	1,860	2,306	2,896	3,355
9.	0,703	1,383	1,833	2,262	2,821	3,250
10.	0,700	1,372	1,812	2,228	2,764	3,169
11..	0,697	1,363	1,796	2,201	2,718	3,106
12.	0,695	1,356	1,782	2,178	2,681	3,055
13.	0,694	1,350	1,771	2,160	2,650	3,012
14.	0,692	1,345	1,761	2,145	2,624	2,977
15.	0,691	1,341	1,753	2,132	2,623	2,947
16.	0,690	1,337	1,746	2,120	2,583	2,921
17.	0,689	1,333	1,740	2,110	2,567	2,898
18.	0,688	1,330	1,734	2,101	2,552	2,878
19.	0,688	1,328	1,729	2,093	2,539	2,861
20.	0,687	1,325	1,725	2,086	2,528	2,845

21.	0,66	1,323	1,721	2,080	2,518	2,831
22.	0,686	1,321	1,717	2,074	2,508	2,819
23.	0,685	1,319	1,714	2,069	2,500	2,807
24.	0,685	1,318	1,711	2,064	2,492	2,797
25.	0,684	1,316	1,708	2,060	2,485	2,787
26.	0,684	1,315	1,706	2,056	2,479	2,779
27.	0,684	1,314	1,703	2,052	2,473	2,771
28.	0,683	1,313	1,701	2,048	2,467	2,763
29.	0,683	1,311	1,699	2,045	2,462	2,756
30.	0,683	1,310	1,697	2,042	2,457	2,750
40.	0,681	1,303	1,684	2,021	2,423	2,704
60.	0,679	1,296	1,671	2,000	2,390	2,660
120.	0,677	1,289	1,658	1,980	2,358	2,617
	0,674	1,282	1,645	1,960	2,326	2,676

Data Analysis Using Application SPSS

Frequencies

Statistics

		posttest	pretest	Gain
N	Valid	21	21	21
	Missing	0	0	0
Mean		90.0000	51.4286	.7921
Std. Error of Mean		2.07020	2.41875	.03908
Median		91.6667 ^a	50.0000 ^a	.8095 ^a
Mode		90.00	40.00	1.00
Std. Deviation		9.48683	11.08409	.17909
Variance		90.000	122.857	.032
Skewness		-1.165	.422	-.596
Std. Error of Skewness		.501	.501	.501
Kurtosis		.994	-1.180	-.215
Std. Error of Kurtosis		.972	.972	.972
Range		30.00	30.00	.60
Minimum		70.00	40.00	.40
Maximum		100.00	70.00	1.00
Sum		1890.00	1080.00	16.63
Percentiles				
	10	71.6000 ^b	. ^{b,c}	.5067 ^b
	20	77.2000	40.3077	.6467
	25	80.0000	41.9231	.6917

30	82.8000	43.5385	.7267
40	88.4000	46.7692	.7780
50	91.6667	50.0000	.8095
60	94.0000	54.2000	.8295
70	96.3333	58.4000	.8900
75	97.5000	60.6250	.9250
80	98.6667	63.2500	.9600
90	.	68.5000	.

a. Calculated from grouped data.

b. Percentiles are calculated from grouped data.

c. The lower bound of the first interval or the upper bound of the last interval is not known. Some percentiles are undefined.

Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
40.00	8	38.1	38.1	38.1
50.00	5	23.8	23.8	61.9
Valid 60.00	5	23.8	23.8	85.7
70.00	3	14.3	14.3	100.0
Total	21	100.0	100.0	

Posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
70.00	3	14.3	14.3	14.3
90.00	12	57.1	57.1	71.4
100.00	6	28.6	28.6	100.0
Total	21	100.0	100.0	

Gain

	Frequency	Percent	Valid Percent	Cumulative Percent
.40	1	4.8	4.8	4.8
.50	2	9.5	9.5	14.3
.67	3	14.3	14.3	28.6
.75	2	9.5	9.5	38.1
.80	3	14.3	14.3	52.4
.83	4	19.0	19.0	71.4
1.00	6	28.6	28.6	100.0
Total	21	100.0	100.0	

Pretest-Posttest

One-Sample Test

	Test Value = 79.9					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	-11.771	20	.000	-28.47143	-33.5168	-23.4260
Posttest	4.879	20	.000	10.10000	5.7816	14.4184

Gain

One-Sample Test

	Test Value = 0.29					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
gain	12.847	20	.000	.50206	.4205	.5836

One-Sample Test

	Test Value = 0.05					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Gain	18.988	20	.000	.74206	.6605	.8236

APPENDIX D
DOCUMENTATION



Activity of Pre-Test



Activity of Post-Test

CURRICULUM VITAE



Irawati, was born on May 20th, 1993 in Palandro. She is the fourth child from the marriage of her parents, Zainuddin and Hj. Merry. She has four brothers and no sister. In 1999, she started her education in SD Inp. Palandro in Barru, regency and graduated in 2005. She continued her study in SMP 3 Mallusetasiin Barru and graduated 2009.

And then she continued her study in SMA 1 Mallusetasi, regency and graduated in 2012. In 2013, she again preceded her study and accepted as a student in English Dpartement Faculty of Teacher Training and Education of Makassar Muhammadiyah University to get Undergraduate degree.