



**THE EFFECT OF WORDS WALLS STRATEGY TO STUDENTS'
VOCABULARY MASTERY AT SMP-IT SUARA DA'I MUDA
LANGKAT IN ACADEMIC YEAR 2020/2021**

A SKRIPSI

**Submitted to faculty of Tarbiyah Science and Teacher Training State Islamic
University of North Sumatera Medan as a Partial Fulfillment of the
Requirements for the Degree of S-1 Program**

By : NURUL AZHARI

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**DEPARTMENT OF ENGLISH EDUCATION FACULTY
OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2020



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2021



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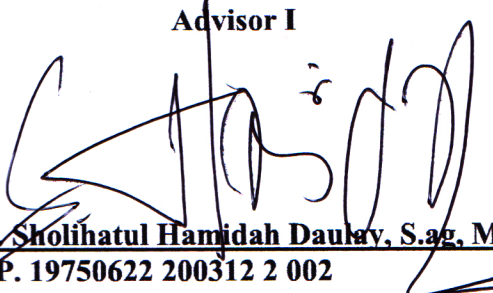
Judul : "THE EFFECT OF WORDS WALLS STRATEGY TO STUDENTS' VOCABULARY MASTERY AT SMP-IT SUARA DA'I MUDA LANGKAT"

Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk di munaqasyahkan dalam sidang munaqasyah skripsi Fakultas Tarbiyah UIN-SU Medan.

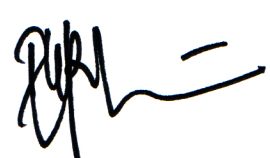
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar benar merupakan hasil karya sendiri, kecuali kutipan kutipan dari ringkasan – ringkasan yang semuanya telah dijelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

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ABSTRACT

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Thesis Title : **The Effect of Words Walls Strategy to students' Vocabulary Mastery At SMP-IT Suara Da'I Muda Langkat**

The objective of the study was to find out the significant effect of using word wall strategy on student's vocabulary mastery. The Subject of the study were the seventh grade students of SMP-IT Suara Da'I Muda Langkat in 2020/2021 academic year. This study apply by quantitative research. In taking the sample of this research, the researcher took the same students in each classes as the sample used and divided into 2 classes, experimental and control class. There were 25 students in the experimental and 25 students in control class. The students taught by using word walls strategy in experimental class and taught by using lecturing method in control class. The researcher used two test, pre-test was given before treatment and post-test was given after treatment n learning process. The experimental class increased 16 points, from 50.00 becomes 66.00, when the control class increases 28.8 points from 39.20 to 68.00 points. Then, the researcher analyzed the data y using SPSS V 22. After analyzed the data, the researcher found that the tvalue of the observed was higher than ttable. It can be seen from t observed of tvalue = 5.825 with the Sig. (2-tailed) = 0.003. And ttable of 0.05 (5%) as the significance level is 2.01 with 44 the degree of freedom (df). It can be found that tvalue = 5,825 > ttable = 2.01 and the Sign. (2-tailed) is 0.004 < 0.05. It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) is rejected. It can be conclude that words walls strategy has significant effect on students' vocabulary mastery at seventh grade at SMP-IT Suara Da'I Muda Langkat.

Keyword : vocabulary mastery, word walls strategy, effect

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English as an international language for communication in the world. It is used for almost all aspects of human life, such as in education, mass media, business, sports, science, economy, law, technology, culture and many more. Many countries and including Indonesia realize that it is urgently needed by the people to be able to compete with other countries in a global context. Therefore, the knowledge and skills of English are highly valued in daily life. In the educational field, English also becomes the most important language that must be learned. As a result, some educational institutions in Indonesia have introduced English since the pre-elementary level up to university level. They are introduced as a basis of English as a language at the kindergarten level. Therefore, studying English is not a new thing for junior high school students, but the fact shows that they still find some difficulties in using it. As we know that their first language is Indonesian which has a contrast difference with English such as the using of grammar, vocabulary, pronunciation, etc. In order to enable students to communicate well in English, they must be able to speak very well. They are also required to read and write well in English. To achieve this, the students must have master a large number of vocabularies.

Teaching vocabulary is one of the basic elements in achieving all four language skills. Teaching vocabulary is such an important task in teaching English

because vocabulary is related to all learning and it is of concern to all four language skills.

Vocabulary plays an important role in language learning and teaching. We could not learn a language without vocabulary because vocabulary is one of the language elements that have direct contribution on the mastery of the four language skills; Listening, speaking, reading, and writing. According to Similarly in Anggraini, vocabulary is one of the basic elements in achieving all four language skills. Teaching vocabulary is an important task in teaching English because vocabulary mastery related to all language learning and it is concern to all four language skills as learning, speaking, reading and writing. Learning vocabulary is important since the ability of the student to learn English such as to write and read, as well as to propose their ideas and to comprehend the subject is determined by vocabulary mastery.¹

According to Stork in Tien Rafida, the vocabulary was the stock of words which were at the disposal of the speaker or writer.² In other words, vocabulary is inventory owned by the speaker or writer. Where a students who are able to master vocabulary will be able to make them be a speaker or writer.

Therefore, The Students who have good vocabulary will be difficult to understand te text, speak english , and write their own idea. Clearly, vocabulary is

¹ Decy Anggraini, *Improving Students' Vocabulary Achievement Through Word Wall Strategy*, (Thesis, Medan : State University of Medan: 2013) p.2

² Tien Rafida, *The Integration of Vocabulary and Effective Sentence Matery towards Students' Argumentative Writing Skill*, (Register Journal, Language & Language Teaching Journal, 2017), p.3, Accessed february 1th, 2020 at 09, 20 from <http://dx.doi.org/10.18326/rgt.v10i1.1-11>

needed or expressing meaning and conveying thoughts through both receptive and productive skills in order to master the language skills.

Teaching media is one of the important things in education. Media are all of physical tools that are able to provide the study and stimulate the students to study. Teaching media is used in improving or increasing the quality of teaching process.³ One of the media that can be used to teach vocabulary is word wall media. It is collection of words which are displayed in large visible letters on a wall, bulletin board, or other display somewhere in the classroom. Brabham and Villaume in Janis Harmon argue that the use of interactive word walls holds instructional potential for enhancing vocabulary learning as students engage in activities centered on the word wall activities when apply word meanings in meaningful contexts in which students explore, evaluate, reflect it. Interactive word walls display well-selected words; they help teachers build a foundation for student content vocabulary comprehension.⁴

Based on the writer's experience in teaching training practice, most of the students have many problems in mastering English words and this situation makes them lazy to study English. Students usually have a many problems in mastering English words. They have limited vocabulary to comprehend the meaning of the words in the text, they do not know the context of word usage, cannot recognize the meaning of each word, not able to listen the English word from speakers, cannot

³ Arif S Sadiman et al., *Media Pendidikan*, (PT. Raja Grafindo, Jakarta, 2008), p. 6

⁴ Janis Harmon et al, *Interactive Word Walls: more than just reading through writing on the walls*. *Journal of Adolescent & Adult Literacy* 52 (5), (International Reading Association: 2009), p.398. Gale academic on file, Accessed 14 Mar.2020

compose their writing task successfully, and get difficulty to communicate effectively in English.

Teaching English for junior or senior high school needs appropriate strategy in order that they do not feel bored and they become active in the classroom. One of the strategies is Word Walls. A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom.

Word wall media is an appropriate media in order to make students do not feel bored and they become active in the classroom. Building a word wall can be easily integrated into activities in teaching and learning process. Key words and/or terminologies that related to the lesson or unit of the study can be added gradually as they are introduced. When the students use the word walls they become more conscious of words and definitions, it also helps students become aware of vocabulary in the world around them. The use of word wall media in learning English has special contribution in making the students active and the class more alive. Word walls media helps to track the students interest to focused on the words that displayed on the wall.

According to Galih, word wall is designed to be an interactive tool for students or other to use, and contains an array of words that can be used during writing or reading.⁵ The preparation to a applied this strategy are using cartoon, origami, marker, scissors and glue. This strategy can makes students feel interest to study vocabulary mastery.

⁵ Galih Ariffansyah, "Teaching Vocabulary; Interactive Word Wall Strategy", Let's Study English, 31 May 2013.

When the students use the word walls they become more conscious of words and definitions, it also helps students become aware of vocabulary in the world around them. The use of word wall media in learning English has special contribution in making students interest to focused on the words that displayed on the wall.

Moreover, the information from English teacher at SMP-IT Suara Da'I Muda Langkat, they justify and said that there are many students of SMP-IT Suara Da'I Muda Langkat who are still faced difficulties and problems in mastering vocabulary. It can be seen from phenomena such as; 1). Some of the students already know the vocabulary, but they do not know how to use it correctly. 2). The students have lack of vocabulary, because they are not enthusiastic In learning and adding their vocabulary mastery. 3). The teacher only ask the students to remember the vocabulary, but teacher never explain the students about vocabulary clearly. 4). Most of the students are not interested in learning English especially learning vocabulary mastery because teacher seldom give the motivation to students in mastering the vocabulary.

In this research, the word walls strategy was applied in teaching vocabulary provided by games especially alphabet games. It was made students more interested in learning process. And the researcher hope the students can improve their vocabulary mastery. Therefore, by using this strategy can help students to memorize the words and help the teacher to increase students interest and motivate them to learn vocabulary. Because that, in learning English includes four skills, namely listening, reading, writing and also grammar. It is impossible that one master one

of the skill without mastering vocabulary. Vocabulary is one of the most important things that should be mastered in English because vocabulary is fundamental skill to the others skills in English.

Based on the previous reasons, the writer interest in conducting the research under the title “**THE EFFECT OF WORD WALL STRATEGY TO STUDENTS VOCABULAY MASTERY**”.

B. The Identification of Problem

Based on the background of study, the problem can be identification as follow :

1. Most students have low motivation in lerning English
2. Most student have difficulties have remembering new words
3. Most students needs variation techniques and methods in learnig English.

C. The limitation of Problem

This research is limited in vocabulary. The strategy is word walls. The writer limits the study of this research in students of SMP-IT Suara Da’I Muda Langkat.

D. Formulation of the Study

Based on the research problem above, the researcher formulated the problem into a research question as follow : “ Is there any significant effect of using word wall strategy on students vocabulary mastery?”

E. The Objectives of Study

Based on the formulation above, the objective of the study as follow : “To find out the significant effect of using word wall strategy on student’s vocabulary mastery”.

F. The Significance of Study

The result of this study hope useful for :

1. The Teacher

The result of this research can support the English teacher to apply this method in teaching learning vocabulary that will makes students enjoying in teaching learning process.

2. The students

The result of this research can support the students to improve the vocabulary mastery and make the students relax and fun in teaching learning process because this method can improve the students vocabulary mastery easily.

3. The researcher

The result of this research can support the researcher to enrich the method of vocabulary mastery and word wall. The researcher knows deeply about teaching vocabulary using word wall.

CHAPTER II

LITERATURE REVIEW

This chapter focuses on discussion of some theories which is related to the problem of the research in the first chapter. In this chapter consisted of the three section. For the first section was theoretical framework that consisted of vocabulary mastery and words wall strategy. While the second section was related study. Then third section was conceptual framework and the last section was hypothesis

A. Literature Review

1. The Nature of Vocabulary

1.1 The Definition of Vocabulary

In learning a new language, vocabulary is one of the crucial language components that language learners have to master. Every language learner could not master a language they learn without learning about vocabulary. Language learners need a great range of vocabulary to be able to understand a text written in English, comprehend the message, and also speak and write in English. This explains the importance of vocabulary in language learning that will help language learning that will help language learners in building their language skills.

There are various definitions In Oxford Dictionary ⁶, a vocabulary is defined as “all the words known and used by a particular person”. So,

⁶ AS Hornby. (2006). Oxford Advanced Learner’s Dictionary, Oxford University Press, p.462

language is arranged by so many words and phrases. He adds that vocabulary is a collection of words or phrases in language. It means that vocabulary is a language component which gives information or explanation in a language terms.

According to M. Soenardi Djiwandono vocabulary is defined as the vocabulary in a variety of forms that include: the words with or without affixes and each its own meaning.⁷ It means vocabulary about word and word meaning, for example we learn vocabulary about happy and unhappy. Happy was adjective and unhappy was adjective, but the different unhappy was antonym from happy.

Meanwhile, Graves states, “Vocabulary knowledge is vital to success in reading, in literacy more generally, in school and in word outside the school. Vocabulary consists of those words that students use in daily writing and speaking.”⁸

According to Finnochiaro “Vocabulary is the content and function words of language which are learned so thoroughly that they can be used in the performance of any communication act.”⁹ “Vocabulary could be defined

⁷ M. Soenardi Djiwandono, *Tes Bahasa: Pegangan Bagi Pengajar Bahasa*, Indeks, 2011, p. 126

⁸ Michael F Graves. *The Vocabulary Book: Learning and Instruction*. (Columbia University: Teacher College, 2006), p. 2

⁹ Fitri Kurniaty. *Teaching Vocabulary By Using Cartoon Movies For Junior High School Students*. Vol. 3 No. 5, (Bung Hatta University, 2014), p. 2

as a ‘dictionary’ or a set of words.”¹⁰ Vocabulary is the range of words that a person uses and understands.”¹¹

Besides that, Hiebert and Michael stated that “Vocabulary is not only for expressing the meaning and making it understandable, but also for understanding the meaning uttered by other people. Vocabulary is as the knowledge of meaning of word.”¹²

Vocabulary is very important part that should not be neglected in language learning and it is very useful for communication with other people either in spoken or written form. Vocabulary is critical to reading success for three reasons:

- a. Comprehension improves when you know the word means. Since the comprehension is the ultimate goal of reading, you cannot overestimate to important of vocabulary development.
- b. Words are the currency of communication. A robust vocabulary improves all areas of communication listening, speaking, reading, and writing.
- c. When students improve their vocabulary, their academic and social confidence and competence improve too.

Based on the definitions above, a vocabulary is a group of words that all humans know and use to speak in interaction with the other people. Thus,

¹⁰ Visnja Pavicic Takac. *Vocabulary Learning Strategies and Foreign language Acquisition*. (Canada: Multilingual Matters L.td, 2008), p. 4

¹¹ Library of Congress Cataloging in Publication Data. *Scholastic Children’s Dictionary*. (United States: Scholastic Reference, 2007), p. 210

¹² Elfrieda H. Hiebert and Michael L. Kamil. *Teaching and Learning Vocabulary*. (London: Routledge, 2005), p. 5

without vocabulary the people cannot do an interaction in oral language and so difficult to understand each other. Therefore, each people should have to obtain vocabulary mastery, especially the students.

Allah the Almighty has mentioned in Al-Qur'an about vocabulary, in order human being know the names of something in this world. Allah says in Al-Baqarah: 31-33

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ
 (٣١) قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ (٣٢) قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَائِهِمْ
 فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ الْغَيْبِ السَّمَاوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ
 تَكْتُمُونَ (٣٣)

Meaning: “31 And He taught Adam all the names (of everything), then He showed them to the angels and said, “Tell Me the names of these if you are truthful.” 32 They (angels) said: “Glory is to You, we have no knowledge except what you have taught us. Verily, You are the Knower, the Wise.” 33 He said, “O Adam, inform them of their names.” And when he had informed them of their names, He said, “Did I not tell you that I know the unseen [aspects] of the heavens and the earth? And I know what you reveal and what you have concealed.” (Qs. Al-Baqarah: 31-33)¹³

¹³ Moh. Anwar, Alqurannet, Accessed on 9th of February, 2020, (http://ayatalquran.net/2015/01/surah-al-baqarah-the-cow-terjemah-bahasa-inggris/) 12
 MichaelWallace.J, TeachingVocabulary, (Heinemann, EducationBooks: 1982), p.49.

From this verse, we know that everybody must know all of the things in this world. This verse related to learning the vocabulary. A person who does not know the meaning of vocabulary, of course they get difficulties to understand the spoken or written, reading and listening from other people. Therefore, the mastery of vocabulary needed to improve the quality of the students in understanding the words.

In another Hadits, Abu hasan said :

تَعَلَّمُوا حَتَّى الْعِلْمِ بِجَمْعِ جَزَاءٍ تُؤْتِي لَا فَوَاللَّهِ شِئْنُكُمْ مَا الْعِلْمِ مِنْ تَعَلَّمُوا (الْحَسَنُ أَبُو رَوَاهُ)

The meaning: “Learn all of you for the knowledge that you want, then by Allah you will not be rewarded for gathering knowledge so that you practice it. (Narrated by Abu Hasan)

Based on the meaning of Hadits, the researcher concludes that vocabulary mastery is the students’ ability in using vocabulary with appropriate of context, they should pronounce the vocabulary correctly, they almost never make mistake in writing the vocabulary, and etc.

1.2 The Types of Vocabulary

There are some types of vocabulary that distinguish vocabulary into some groups, they are Noun, Pronoun, Verb, Adverb, Adjective, and preposition. Khaisaeng said that kinds of Vocabulary are one of the important components in studying any language and to help students and learners to understands and use the target language more efficiently.¹⁴

¹⁴ Khaisaeng, Sukany and Dennis K. Nutrapha. (2017). A Study of Part of Speech Used in Online Student Weekly Magazine. Thailand. Vol. 5. P.44

a. Noun

Noun is the word that used for the name of person, place or thing. Noun is all about everything that we can see (chair, table, and so on), hear (voice), touch (water, face, ears and so on), and feel (wind, smoke, and so on). According to Algeo in Adebileje ¹⁵ Noun is along with verbs are a dominant part of speech, and that the semantic content of sentences is borne mostly by nouns.

b. Pronoun

Pronoun is a word or phrase that used to substitute a noun or noun phrase in the particular sentence. Pronouns can be used as the subject, object, possessive adjective and more, and also it can take a place of person, animal or thing. The common pronouns used are I, You, They, We, She, He, It. According to Nelson in Hardiyanti et al¹⁶ said that pronoun is very important to teach in order to make students to able to construct grammatical sentence.

c. Verb

Verb is a word that used in a sentence to explain what a noun do in the particular time or to explain what's being done to a noun, for examples speak, give, look, and so on. According to Eastwood in Kurniawan et al¹⁷

¹⁵ Adebileje, Adebola. (2016). Forms and the Function of the English Noun Phrase in selected Nigerian text. *IOSR Journal of Humanities and Saocial Science (IOSR-JHSS)*. Nigeria. Vol. 2. P.45

¹⁶ Hardiyanti et al.(2015). Errors Made by the Seventh Grade Students Using Personal Pronoun. *E-journal of English Language Teaching Society (ELTS)*. Vol. 3. P.5

¹⁷ Kurniawan, Iwan and Seprizanna. (2016). An Analysis of Students' Ability in using Subject-Verb Agreement. *English Education: Journal tradis Bahasa Inggris*. Lampung. Vol. 9. P.3

verb is a basic sentence structure that should be mastered by the second language learners.

d. Adverb

Adverb is the word that used to modify a verb, adjective, or another adverb or sentences. The adverb can answer the questions that related to adverb itself, such as How, When, Where, How Often, and How Much the action is performed. An adverb is used to qualify any part of speech, except noun or pronoun¹⁸

e. Adjective

Adjective is the word which describes, identifies, or quantifies a noun or pronoun. Adjective explains the noun or pronoun to be more specific. Adjective also help add the meaning to message delivered in sentences by helping readers to better visualize or understand specifics about the nouns or pronouns the modify, for examples, beautiful, good, diligent, and so on. According to Greenbaum in Al-Hassani et al¹⁹ Adjectives are attributive when they pre-modify nouns, and they appear between the determiner and the head of the noun phrase”.

f. Prepositions

Prepositions are the words that used to connect a noun or pronoun to verb or adjective in the sentence. It also used to show the relationship of a

¹⁸ Crystal, David (2008) A Dictionary of Linguistic and Phonetics. Oxford. Blackwell Publishing p.140

¹⁹ Al-Hasaani et al. (2017). A Case Study of English and Arabic Adjectives in Attribute Position at Aden University. *International Journal of English Language Teaching*. Saudi Arabia. Vol. 4. P10

noun or pronoun to some other word in a sentence, for examples on, in under, and so on. According to Longman in Napitupulu preposition is defined as a word that is used before a Noun, Pronoun, or Gerund to show that word's connection with another word, such as of' in a house made of wood and by in We open it by breaking the lock²⁰

More about types of vocabulary into two types. “They are receptive vocabulary and productive vocabulary. There are further explanation is:

The passive vocabulary is naturally bigger than the active one. The more often we meet a particular word and the more often we use it the sooner becomes an item in our active vocabulary²¹

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is know but not used by a person. People understand it when it is hear or read.

The group of passive vocabulary is usually larger than the one of active vocabulary.²² Obviously, both types of vocabulary blend. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and

²⁰ Napitupulu, Sependi. (2017). On Translation Preposition from English to Indonesian: A case Study of EFL Students. *International Journal of Linguistic*. Vol. 3, P.187

²¹ Lenka Macounova. Teaching of Vocabulary. (Brno: Masaryk University Faculty of Education, 2007), p. 11

²² Hiebert and Michael, Ibid., p. 3

active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

Wiji divides vocabulary into four groups as follows:²³

- a. The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed.
- b. The second is substitute words. Those words do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. Its means that is a link among words.
- c. The third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. Too means that Anton also can speak English well although the sentences does not show immediately that Anton can speak English well.
- d. The large body of “content words” constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.

1.3 Roles of Vocabulary

²³ Ika Rahmadani. Improving Students' Vocabulary Mastery By Using Fly Swatter Game. (Medan: Department of English Education (UIN) of North Sumatera 2013), p. 9

Vocabulary has an important role in the language learning. It means that learning vocabulary is very important. One should know a certain amount of vocabulary in order to be able to use the language productively. It is not only for communicating orally, but also in written form.

In conclusion, learners have to pay a greater attention to the vocabulary teaching because the knowledge of vocabulary is very important. The teacher must have an effective and efficient method in order to make the goal of teaching of vocabulary successful. Someone will be able to improve achievement and enhance communication if he/she can master vocabulary well.

According to Brett in Fitri Kurniaty, there are some benefits of building vocabulary:

- a. Gives you the ability to say what you mean. This increases your chances of having other people understand what you wish to express.
- b. Helps you understand other people. Just as learning a second language can help you understand people from other countries, increasing your working vocabulary allows you to understand those who may share your mother tongue but also have a special “dialect” of their own.
- c. Helps you understand what you read. Vocabulary not only aids you in understanding other people, it is also essential in comprehending the books and articles you read.
- d. Assists you in becoming a more informed and involved citizen. The better able you become to understand news and current events.

- e. Bolsters your ability to grasp ideas and think more logically and incisively. While we often think of our thoughts as shaping our words, it works the other way around as well.
- f. Allows you to communicate effectively. A masterful command of words, and the ability to select just the right ones to express a specific idea.
- g. Helps you make a good impression on others. How articulate you are constitutes a big part of the impression you make on others.²⁴

Based on the theories above, it seems that the study of vocabulary is one of important thing in teaching foreign language. Students often instinctively recognize the importance of vocabulary to their language learning.

1.4 The Importance of Vocabulary

Vocabulary is important because an extensive vocabulary aids expressions and communication. Vocabulary size has been directly linked to reading comprehension. Linguistics vocabulary is synonymous with thinking vocabulary. A person may be judged by others based on his or her vocabulary.

An impressive vocabulary makes an impression. So people can speak concisely and precisely, people can better understand what they read and hear. When they don't recognize a word in their reading, it depletes their understanding of the piece.

²⁴ Fitri Kurniaty. Ibid. P.3

2. Vocabulary Mastery

Mastery is complete control of power over someone or something through understanding or great skill.²⁵ In this case, vocabulary mastery is very important to build understanding in language.

Vocabulary mastery is competence to know the words and meaning. The students are not only hoped to know words but their meaning too. It is the duty of teacher to select with what words are suitable to be taught to the students, so the students will learn more easily.²⁶

Vocabulary mastery had an important role in learning language. There are some definition of mastery that are proposed by many experts. Mastery as worthy of a mastery skill, use, or knowledge. This definition is supported by Hornby who defines mastery as great knowledge about or understanding of detail knowledge.²⁷ From these definition it comes to the conclusion that mastery means the competency to learn or understand a number of words learned.

Vocabulary mastery is always being an essential part of English. Jeremy Harmer said that in real life we can cancel out the grammatical structures because it does not have any potential for expressing meaning

²⁵ Longman, *Advance American Dictionary New Edition*, (England: Pearson Education, 2007), p. 984

²⁶Martha, (2010), *Definition of Vocabulary Mastery*, (<http://id.scribd.com/doc/18475644/Vocabulary-Mastery>), accessed on March14, 2020

²⁷Hornby, A.S. *Oxford Advanced Learner's Dictionary of Current English*. (London:Oxford University Press, 2006) p.777

unless words are used.²⁸ Without having proportional English vocabulary, students will get some difficulties in using English.

Vocabulary mastery not only memorize every words but also know the meaning in order we can use every words but also know the meaning in order we can use every word in a good language. Hornby defines learning as going knowledge or skill in learning vocabulary means process of gaining knowledge of vocabulary.²⁹ In vocabulary mastery usually teacher has a lot of types to teach vocabulary in order students easier to memorize it because the main purpose learning vocabulary is to increase total students vocabularies.

3. Word Wall

3.1 Definition of Word Wall

A word wall is a list of words that are related to each other in some ways. Word wall are used as a tool to teach a language concept. Often, they are displayed in large letters on the wall and used in joint class exercises, but the list of wall words printed in smaller words can be used for various teaching exercises. Word wall has become a popular tool to teach literacy strategies in today's classrooms. Teachers display selected words on a wall or bulletin board and use them as the basis of word identification study. It meant the technique direct students' attention to the words on the wall during lessons, in this way the students saw the progress in developing their

²⁸ Jeremy Harmer, *The Practice of English Language Teaching*. (UK

²⁹ Hornby AS, Ibid. p.545

reviewed of vocabulary and have a reference point when working on other vocabulary building activities.

Other definition of word wall, according to Galih, word wall is designed to be an interactive tool for students or other to use, and contains an array of words that can be used during writing or reading.³⁰

Then, according to Allen in book of “Inside Words: Tools for Teaching Academic Vocabulary” word walls can work in a variety of ways to support reading, writing, and talk in classrooms.³¹

According to Joseph green, the word wall is built upon the spiral theory of mastery-repetition reinforces previously learned contents. The word wall uses throughout the school year allows learners to recycle many words.³²

Cunningham and Allington stated that a word wall is a collection of words that displayed ongoing supports teaching and learning in the classroom.³³ Words collects on the word wall could be high-utility words. These are words that were used often in an individual classroom. A topical word wall consists of words relates to theme, text, or unit of instruction; for example, the part of body.

³⁰ Galih Ariffansyah, “Teaching Vocabulary; Interactive Word Wall Strategy”, *Let’s Study English*, 31 May 2013.

³¹ Janet Allen, *Inside Words: Tools for Teaching Academic Vocabulary, Grades 4-12*, p. 120.

³² Joseph Green in *The Word Wall: Teaching Vocabulary Through Immersion*, Kimberly Tyson, *Top Tips for Word Wall*, n. y, p. 1.

Based on Janet Allen stated “word walls were absolutely essential in our classrooms, because teacher and students worked together in texts through your shard and reading when students encounter unfamiliar words, and when we build concept-related words or topical categories, we need to have the words in full view so that the student can see them and use them in reviews their writing”.³⁴

Other definition of the word wall is a categorical listing of words that have been taught in the classroom and displayed on the wall. Students can then refer to reviews these words during direct instruction or throughout the day.

The most effective word learning walls are used as a references
Other factors:³⁵

- a. To teach essential words to ensure basic skills.
- b. To create a reliable technique to achieve basic literacy.
- c. To provide support during literacy activities.
- d. For students to develop a relationship with words.

Another game that can be played is Sara’s cooking party game that can enhance students’ vocabulary mastery.³⁶ Sara’s cooking party game is an online cooking class game that can be used as a learning media and suitable for teaching vocabulary where this game gives instruction in

³⁴ Janet Allen, *Words, Words, Words: Teaching Vocabulary in Grades 4-12*, Portland: Stenhouse Publishers, 2006, p. 70.

³⁵ *ibid*

³⁶ Sholihatul Hamidah Daulay, et. al., Sara’s Cooking party Game as A Media to Enrich Students’ English Vocabulary, *Internasional journal of Pyschosocial Rehabilitation*, Vol 24, Issue 8, 2020, p. 15249

English about that what to do as a waitress and how to prepare food so that students indirectly can enhance their vocabulary while playing this game, then the order game that the teacher can be applied is board word walls. The children should combine the alphabet into a meaningful word. Teachers can support the learners by presenting images.

3.2 Kinds of Word Wall

a. Quick definitions

Students chooses and write the word to match the definitions. Repeat the process encouraging students to review all the words as they select the answer.

b. Word Picture

Working in teams, students select one of the words from the word wall and illustrate it on the board.

c. Guess the Word Students

Guesses what the word meant and it was definition in Indonesian.

d. Mind Readers

The teacher thought of a word on the word wall and gave five clues to that word. By the fifth clue, students should all know the word. If Success clues confirm a student's earlier guess, students can just write the word again.³⁷

3.3 Creating the Word Wall

³⁷ Lori Jamison Rog, Climbing the Word Wall, www.lorijamison.com, p. 7.

- a. Mount the words on construction paper or card stock.
- b. Color codes the words, either using colored markers for lettering or colored paper for mounting.
- c. Use a wall area that is visible to all students. If the word wall is to be used effectively, students need to be able to glance at the word wall from their desks while they are working.
- d. Mount words on the wall in alphabetical order makes it easier for students to skim the list and find words.
- e. Make easy access to the words, so students can move individual words.

4. Definition of Strategy

Oxford dictionaries in Rebecca L Oxford defined “The broad meaning of strategy is a plan of action to meet a major or overall aim, although it comes from an earlier military definition, a plan of action of a general, Harper in Rebecca L Oxford.”³⁸

German Major-General Carl von Clausewitz defined strategy as “The use of the engagement for the purpose of the war.” Field Marshall Helmut Carl Bernhard Graf von Moltke contended that strategy was “The practical adaptation of the means placed at a general’s disposal to the attainment of the object in view.” Thus, Liddell Hart defined strategy as “The art of distributing and applying military means to fulfill the ends of policy. In the simplest of terms, strategy is the integrated application of

³⁸ Rebecca L. Oxford. *Teaching and Researching Language Learning Strategies: self-Regulation in Context*, Second Edition. (New York: Routledge, 2017), p. 11

available means to accomplish desired ends. The emphasis is on integrated. The first definition misses this important point. The second definition, though perhaps too broad to be useful, does emphasize that strategy is simply a game plan. The haphazard or spontaneous employment of means cannot consider strategy. Strategy is neither strictly art nor science. Yet, in some ways, it is both. As an art, the ability to think strategically is a skill that can be acquired through experience, observation, and study.”³⁹

From the description above it can conclude that strategy is the key for teacher to improve their ability in teaching their students, to make the students more active and easy to understand based on their goal as good teacher. Teachers must be creative in teaching the lessons to their student. The strategy of teaching should be easy, enjoyable, Innovative, stimulate and improve students’ ability. A good strategy of teaching will make the students more spirit in English learning.

5. Teaching Vocabulary by Using Word Wall strategy

The use of media in teaching and learning process is very important. The teacher can choose one kind of teaching media. The teacher also can choose modern or simple media to help them in the teaching and learning activity, especially in teaching vocabulary. The teacher needs media that can help them easier to teach and make the students more enjoyable.

³⁹ Gabriel Marcella. Teaching Strategy: Challenge and Response. (United States: Army War College, 2010), p. 14-15

Teaching vocabulary is easier and interesting if the teacher uses media that are suitable. One of media that can help the teacher is word wall. Word wall is one of visual media that are easy and interesting. For the teacher with limited facilities, costs, and times to make media, it is very suitable and benefits to help teacher.

Teaching vocabulary by using word wall media Consists some activities:

a. Mystery

Word: Introduce a new word by writing the letter in a scrambled order.

To assist students in unscrambling the word, give clues, either about the word's meaning or about how it is spelled. Students apply their knowledge of spelling patterns, as well as activate their prior knowledge, depending on the clues given

b. Visiting Word: After students have worked on a word wall for a substantial period of time, add a "visiting" word. This encourages students to do a review of the word wall as they hunt for the new word. Present the visiting word as the new word for the day.

c. Missing Word: Take one of the words off the word wall and rearrange the remaining words. Students scan the word wall and figure out which word is missing. Give clues to help to determine the missing word.

d. Quick Definitions: Provide a definition (orally and/or written on the board) of one of the word wall words. Students choose and write the

word to match the definition. Repeat the process encouraging students to review all the words as they select the answer.

- e. Looking at Spelling: Students use masking tape to ‘underline’ the part of the word that is typically difficult to spell (e.g., because it is an exception to a rule, a homonym, hard to hear phonetically). Using colored strips of masking tape, students underline common spelling patterns in the words such as ‘i’ before ‘e,’ double consonants.
 - a. The advantages of teaching vocabulary by using word wall:
 - 1) To support teaching important general principles about words and how they work.
 - 2) To foster reading and writing.
 - 3) To promote independence on the part of young students when they work with words in writing and reading.
 - 4) To provide a visual map to help students remember the relationship between words and characteristics that will help them form categories.
 - 5) To develop a growing core of words that is part of the vocabulary reading and writing.
 - 6) To provide references for students during reading and writing
- Kathy Gursky in Nuzulina also stated two advantages of word wall, they are:
- 1) The word wall can attract the students’ attention to master vocabulary.

- 2) The word wall activities can make the classroom atmosphere seem to be more interesting.⁴⁰

b. Disadvantages of Teaching Vocabulary by Using Word Wall

Although there are many advantages of Word Wall in language learning, Word Wall has disadvantages. They are:

- 1) The situation of class is usually noisy.
- 2) The passive students give their responsibility to the active students because this game is played in the group.⁴¹

B. Related Study

In this case the researcher discusses some previous researches study about teaching vocabulary by word wall. They are conducted by Siska Nuzulina (2011) and Dewi Nurhamida (2012).

The first research was presented by Siska. She conducted a study entitled “The Influence of Using Word Wall toward Students’ Vocabulary Mastery at MTS Al-Furqan Dumai”. She found that the use of word wall based on the observation is good. It had supported the students in learning activities including writing, reading and speaking, attract students’ attention in mastering vocabulary and makes classroom’s atmosphere more interesting. Based on the result of test items, it is found that the students’ score of experiment class was higher than control class.

⁴⁰ SiskaNuzulina, 2011, p.26

⁴¹ Collin Retter and Neuvelt Valls. Ibid, P. 65

The second research was presented by Dewi. She conducted a study entitled “Improving Students’ Vocabulary Mastery through Word Wall, Class Action Research on the First Grade Students of SMPN 2 Tuntang in Academic Year 2012/2013”. The aim of the this research is to find whether word wall can improve students vocabulary and make students interest in in teaching learning process by word wall strategy. The research use classroom action research as method of this research. The research also use pre-test and post test in teaching learning process. The result of her research is that the use of Word wall strategy can improve the student vocabulary. It can be showed by the score that get and also she can change their comprehension that looked better,

The similarity of the researcher above with this research is the objectives of the research, to improve students’ vocabulary by using word wall. From the previous research also want to improve the students vocabulary. The difference of this research with the previous research is the research design. The method of this study is use an Experimental study to know whether word wall strategy improves students vocabulary or not, while the method that is used in the previous study is classroom action research.

C. Conceptual Framework

Vocabulary is a component of language that contains information about the meaning and using a word in a language. It is to say that vocabulary is a part of language which makes language meaningful. The

more vocabulary the students gain, the more skill full the students perform the language.

Students know that vocabulary is important for them to learn English, but they often don't have a way to really study vocabulary. So students must remember new words, because of new words the slippery thing, to make this material interesting with the student teacher must be creative and must be up to date to provide interested for students.

As explained in Chapter I, the seventh grade students at SMP-IT Suara Da'I Muda langkat have problems related to vocabulary. Students are low motivation in English lesson and feel difficulties to remember new words. Strategy can be modified in to something that is attractive teaching aids, and students will be well motivated. Word wall strategy can improve students' vocabulary skills because students will enjoy when learning English, especially in vocabulary. This strategy will help students feel happy and help students to master vocabulary easily.

In order to improve the students' vocabulary, teachers are suggested to implement a good teaching technique especially in presenting the word by using media. A good teaching media is a media that can make the students are interested in the lesson. media can offer variety of interesting activity, which the students might explore many enjoyable aspect of learning. Therefore, media is a suitable aid to implement in the class activity.

Based on the theories above, the researcher assumes that teaching vocabulary by using Word Wall will improve the students' vocabulary mastery; because this media there are so many vocabularies appear. The students can catch the words, and the students can enthusiasm in following the lesson. So, the situation of class was lively, far from boringness and laziness.

D. Hypothesis

Based on the theoretical and conceptual framework above, the hypothesis of this research as follow :

H_a : “word wall strategy is more effective to improve the students' vocabulary mastery than non word wall strategy”.

H₀: “The use non word wall strategy is effective to improve the students' vocabulary mastery than use of word wall strategy”

CHAPTER III

RESEARCH METODOLOGY

This chapter presents time and place of the study, population and sample, operational definitions of variables, research design, instrument of the research, technique of collecting data, and technique of data analyzing.

A. Research Setting

This research was be conducted at seventh grade of SMP-IT Suara Da'I Muda Langkat in 2020/2021 academic year. This school is located Jl. Pasar III Tj. Beringin Dusun VII Desa Tanjung Mulia Kec. Hinai Kab. Langkat. This school is chosen as the location of the research because it is close and easy to reach. and the students of this school still have lack motivation in learning English especially vocabulary.

B. Population and Sample

1. Population

Population generalization subject objects have certain qualities and characteristics by researchers to be studied and then draw conclusions.⁴² Population is the whole subject of the research.⁴³ The population is the whole of the research subject consisting of objects, animals, plants, events or symptoms that occur as a source of research.⁴⁴

⁴² Prof. Sugiono, (2008), *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: CV ALVABETA, p.117.

⁴³ Suharsimi Arikunto, (2012), *Prosedur Penelitian*, Jakarta: PT. Rineka Cipta, p.108.

⁴⁴ Hidayati Mustafidah, (2012), *Penelitian Kuantitatif*, Bandung: Penerbit Alfabeta, p.33.

Population is a group of people where the researcher wants to draw conclusions after the researcher has collected field data. To identify the target population that researchers need to set criteria to determine which cases are included and which are not included in the data.⁴⁵

The population of the research is the students in SMP-IT Suara Da'I Muda Langkat in academic year 2020/2021. The number of population are 50 students that consist of two classes.

Table.3.1
The population of research

No	Class	Number of students
1	VII-1	25
2	VII-2	25
TOTAL		50

2. Sample

Sample is a part of the number and characteristics possessed by the population. If the population is large and the researcher cannot teach all of the population.⁴⁶ Sample is a part of total that have the population. In this study, researchers was divided the population in to two classes using total sampling, because the population are less than 100 people. In conducted research, researchers got two classes as samples for research. Class VII-1 as the

⁴⁵ Dr. H. Syaokani, M, Ed, (2018), Metode Penelitian Pendidikan, Medan: Penerbit Perdana Mulya Sarana, p.35.

⁴⁶ Sugiono, (2018), Metode Penelitian Pendidikan, Bandung: Penerbit Alfabeta, p.117.

experiment class that taught by using word wall strategy and class VII-2 as the control class are taught without using word wall strategy.

Table.3.2
The sample of research

No	Class	Number of students
1	VII-1	25
2	VII-2	25
TOTAL		50

C. The Operasional Variable

This research have two variable, they are independent variable and dependent variable.

1. Dependent variable is Vocabulary a whole of the number of words in the language and the vocabulary functions as a list of words with their meaning. Vocabulary is a component in English vocabulary that must be obtained and mastered by every students in learning a new language.
2. Independent variable is word wall strategy in teaching. The teacher can determine what method is appropriate, and can make the students enjoy every moment in teaching and learning activities, and make them be active.

D. Research Design

This research conducted in experimental design. Quantitative research is emphasizes precisely measuring variable and testing hypothesis

that are linked to general causal explanation. Quantitative research consisted of two kinds. They are experimental and no experimental.

And in this research, the method is use experimental research method. Experimental method is a scientific method. This research is classified into pre experimental research that use one group pre-test and post- test design

In this study the researcher wants to know the effect of word wall strategy towards students mastery in vocabulary at SMP-IT Suara Da'I Muda Langkat. The effect is know after finding out the significant difference between the student mastery before being taught word wall strategy and those are taught after using word wall strategy by comparing pre-test and post-test score.

Table.3.3
The Design of research

Group		Treatment		class
Experimental group	Pre-test	Using word wall strategy	Post-test	VII-1
Control group	Pre-test	Lecturing Method	Post-test	VII-2

E. Instrument of the research

Instrument is a tool used for a particular purpose, especially for dedicate or scientific work. Instrument of data collection is the way to get

data in the research used by researcher. To get objective data it is need a good instrument, because if the researcher will get invalid data.

F. Technique of Data Collection

Data collection techniques are the technique or methods that can be using by researcher to collect data in research. The data can be interpreted as research activities to collect a number of field data needed to answer research or test hypotheses.⁴⁷

1. Pre-test

Pre-test was given before students get treatment. The pre test was given to the experimental and control groups to investigate students' ability in vocabulary. Both of experimental and control group was asked to mention some vocabulary based on the topic.

2. Treatment

Treatment was given after the pre-test in the experimental group, the students was taught by applying word wall strategy. While for the control group, the students was taught using conventional method. And the experimental and control group was faced with the same material.

3. Post-test

Post-test was given after treatment is complete. It is aims to get the average score of experimental group and control group. This test applied to determine the effect of teaching presentations on both groups.

⁴⁷ Hendriyadi (2016), Metode Pengumpulan Data, Accessed on 15th of March, 2020, <http://tepenr06.wordpress.com>

G. Technique of data analyzing

In comparison research the most suitable analyzes is by using statistical process. It means that all the have been collect, was analyzed by used statistic.

a. T-test

A t-test is comparing two groups on one dependent variable.⁴⁸ A t-test formula use in this research is to prove the hypothesis. It is aim to analyzed the significant differences between the means score in experimental and control class. The formula of the t-test is:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where :

x1 : Average value of sample owning of the first group

x2 : Average of sample owning of the second group

s : Marger of standard deviation

n1 : Nominal of sampling owning of the first group

n2 : Nominal of sampling owning of the second group

b. The Normality of the test

Normality test of data the students' interest in learning English at seventh grade who are taught by using word wall strategy. Normality of the data would be found by using Calculating average and standard deviation by this following formula:

⁴⁸ Syaukani, 2018. Metodologi penelitian pendidikan, Medan: Perdana Publishing, p.143

Perception X_1, X_2, \dots, X_n made permanent number z_1, z_2, \dots, z_n by using

$$\text{formula } Z_i = \frac{i-x}{\sigma}$$

To every this permanent number and by using enlist of permanent normal distribution, and the calculating the opportunity $F(Z_i) = P(Z < Z_i)$

Here, after calculating a proportion z_1, z_2, \dots, z_n , the smaller equals to z_i .

Counting the difference $F(Z_i) - S(Z_i)$, and then determine is absolute price

Taking the biggest price among absolute price of the difference and mentioning the price by L_0

If $L_0 < L$ obtained from the critical value test, the Liliefors with the real level $\alpha = 0,05$, hence the distribution is normal.⁴⁹

c. The Homogeneity of The Test

To test whether the variants of both homogenous samples, variants equality test, that is:

$$F = \frac{h_e \cdot \sum \frac{v_i^2}{n_i}}{h_e \cdot \sum \frac{v_i^2}{n_i}}$$

Here after comparing to the F_{table} its criterion is:

If $F_{count} < F_{table}$, then both samples are homogeneous.

To signifies whether there is a differences between students' ability that thought by group word wall activity method, a requirement test will do at first by using normality and homogeneity test. To know the difference or the result of this research, the test calculate by using t-test as formula.

⁴⁹Sudjana, 2015. *Metoda Statistika*, Bandung: Tarsito. Page. 466

d. **The Validity of the test**

Validity refers to the extent which the result of an evaluation procedure serves the particular uses for which they are made in tended. It was important to measure the student's skill in writing. The formula applied to find out the validity of the test is:

$$P = \frac{\sum R}{\sum T}$$

Where :

P : index of difficult

$\sum R$: right answer

$\sum T$: number of sample

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Data Description

The data of this research were got from the result of test from both of class, the experimental class (VII-1) and the control class (VII-2). The experimental class and the control class were taught with different way. In the experimental class, the students were taught by using Word Walls Strategy, meanwhile, in the control class, the students were taught without using Word Walls Strategy. In order to see the differences of students' vocabulary mastery who were taught by using Word Walls Strategy and without using it, the data were collected in this study. The data were collected from the results of the students' pre-test and post-test that were conducted from the beginning until the last of the research.

Students' Scores of Pre Test and Post Test in Experimental Class

The Result of Pre Test of Experimental Class

The experimental class in this research was students in class VII-1 at SMP-IT Suara Da'I Muda Langkat. There were 25 students in the class, there were 11 female and 14 male. Based on the table of the result in pre test and post test in experimental class.

Table of Students Score

No	Intial Name of Students	Pre-Test	Post-Test
1.	AP	40	70
2.	ADS	55	75
3.	AR	60	70
4.	AA	50	75
5.	A	60	60
6.	AZA	65	65
7.	DS	55	70
8.	KTH	40	60
9.	SSK	50	60
10.	DHW	45	60
11.	FR	45	65
12.	GK	60	60
13.	JR	60	60
14.	MS	65	65
15.	MF	60	65
16.	MA	65	65
17.	NS	45	65
18.	RP	55	70
19.	RM	40	65
20.	RBR	35	60
21.	TS	40	65
22.	FA	40	70
23.	WDP	40	70
24.	DZ	35	70
25.	MNS	45	70

Data Statistic of Pre-test

Statistics		
Pretest		
N	Valid	25
	Missing	0
Mean		50.00
Median		50.00
Mode		40
Std. Deviation		10.000
Variance		100.000
Range		30
Minimum		35
Maximum		65
Sum		1250

		Pretest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	2	8.0	8.0	8.0
	40	6	24.0	24.0	32.0
	45	4	16.0	16.0	48.0
	50	2	8.0	8.0	56.0
	55	3	12.0	12.0	68.0
	60	5	20.0	20.0	88.0
	65	3	12.0	12.0	100.0
Total		25	100.0	100.0	

From the table above, we can see that the result of pre-test in experimental class got the minimum score was 35 while the maximum score of pre-test was 65.

So, the minimum score of pre test was meanwhile the maximum

score was 65 there were three students who got the minimum score and two students who got the maximum score. After the data were done from the pre-test, the treatment for experimental class was conducted by using word walls Strategy.

The mean score was the total of all the students' score in a group and divided with the total of the students in that group, the result was 50.00. Median of the data was the value that separated between the maximum and the minimum data. In this pre-test, the median was 50.00. Mode was the score that was frequently appeared which was 40. Standard deviation of data was 10.000 The sets of score represented a population was variance. Variance of the students' score in the pre-test was 100.000 The range of the data was calculated from the maximum score to the minimum score, which was 30.

The Result of Post Test in Experimental Class

After the treatment was done, the post-test was conducted. There were 25 students in this class, all of them were 12 male and 13 female. Based on the table of the result of pre test and post test in experimental class.

Data Statistic of Post Test

Statistics

Posttest

N	Valid	25
	Missing	0
Mean		66.00
Median		65.00
Mode		65 ^a
Std. Deviation		4.787
Variance		22.917
Range		15
Minimum		60
Maximum		75
Sum		1650

		Posttest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	7	28.0	28.0	28.0
	65	8	32.0	32.0	60.0
	70	8	32.0	32.0	92.0
	75	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

The minimum score of post test was 60 meanwhile the maximum score was 75. There seven students who got the minimum score and two students who got the maximum score.

The mean score of the students increased to be 66.00. Median of the data was 65.00. Mode of the data was 65. Standard deviation of data was 4.787. Variance of the students' score in the post test was 22.917. The range of the data was 15.

Students' Scores of Pre Test and Post Test in Control Class

The Result of Pre Test of Control Class

In this research, the control class was VII-2 at SMP-IT Suara Da'I Muda Langkat. This class consisted of 25 students, all of them were male and female. The pre-test was done in order to see the students' vocabulary mastery. Based on the table of the result in pre test and post test in control class

Table of Students Score

No	Initial Name of Students	Pre-Test	Post-Test
1.	AP	45	65
2.	ADS	30	75
3.	AR	35	60
4.	AA	40	75
5.	A	30	75
6.	AZA	30	70
7.	DS	35	60
8.	KTH	50	75
9.	SSK	35	65
10.	DHW	45	55
11.	FR	35	65
12.	GK	40	75
13.	JR	30	70
14.	MS	40	65
15.	MF	50	70
16.	MA	45	75
17.	NS	45	65
18.	RP	35	50
19.	RM	30	60

20.	RBR	35	65
21.	TS	50	70
22.	FA	40	75
23.	WDP	35	75
24.	DZ	50	70
25.	MNS	45	75

Data Statistic

Statistics

Pretest

N	Valid	25
	Missing	0
Mean		39.20
Median		40.00
Mode		35
Std. Deviation		7.024
Variance		49.333
Range		20
Minimum		30
Maximum		50
Sum		980

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	5	20.0	20.0	20.0
.	35	7	28.0	28.0	48.0
.	40	4	16.0	16.0	64.0
.	45	5	20.0	20.0	84.0
.	50	4	16.0	16.0	100.0
Total		25	100.0	100.0	

From the table above, we can see that pre-test in Control class got the minimum score of pre test was 30, meanwhile the maximum score was 50 There was five students who got the minimum score and four students who got the maximum score. After conducting the pre-test, the teaching and learning process was done by using lecturing study.

The mean score of the pre-test was 39.20. The median of the result was 40.00. The mode of the result was 35. The standard deviation was 7.024. The variance was 49.333. The range of the score was 20.

The Result of Post Test of Control Class

After analyzing the results of pre-test in control class, it is needed to analyze the result of post test. Based on the table of the result of pre test and post test in control class.

Data Statistic Statistics

postest

N	Valid	25
	Missing	0
Mean		68.00
Median		70.00
Mode		75
Std. Deviation		7.071
Variance		50.000
Range		25
Minimum		50
Maximum		75
Sum		1700

		Posttest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	4.0	4.0	4.0
	55	1	4.0	4.0	8.0
	60	3	12.0	12.0	20.0
	65	6	24.0	24.0	44.0
	70	5	20.0	20.0	64.0
	75	9	36.0	36.0	100.0
	Total	25	100.0	100.0	

The minimum score of post test was 50, meanwhile the maximum score was 75, there were one student who got the minimum score and nine students who got the maximum score.

The mean score of the post test was 68.00. The median of the result was 70.00. The mode of the result was 75. The standard deviation was 7.071. The variance was 50.000. The range of the score was 25.

Overall, based on the two tables above, the pretest and posttest table statistic for the experimental class and the table statistic for the pre-test and post-test for the control class, the mean scores of both the experimental and control groups increased. However, the value of the experimental class increased significantly compared to the control class. This can be seen from the distance between the points obtained by the two groups. The experimental class increased 16 points, from 50.00 becomes 66.00, when the control class increases 28.8 points from 39.20 to 68.00 points.

1. Analysis of Data

a. Normality Test

1. Normality Test of Experimental Class

In this research, normality test was tested by using Lilliefors in SPSS 22 to count the normality of each test. The test would be normal distribution if the result of absolute differences number showed less than the result in Lilliefors table with the number of sample (n) is 25. Based on the table normality test of pre-test of experimental class.

Experimental Class

Pre-Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pretest	.198	25	.012	.870	25	.004
posttest	.171	25	.056	.904	25	.023

a. Lilliefors Significance Correction

From on the table above, it could be seen that the score of significance in *Kolmogorov-Smirnov* was 0.012 ($p > 0.05$). In addition, the significance of normality of pre-test score of experimental class in *Shapiro-Wilk* was 0,004 ($p > 0.05$). So, it could be claimed that it was normally distributed

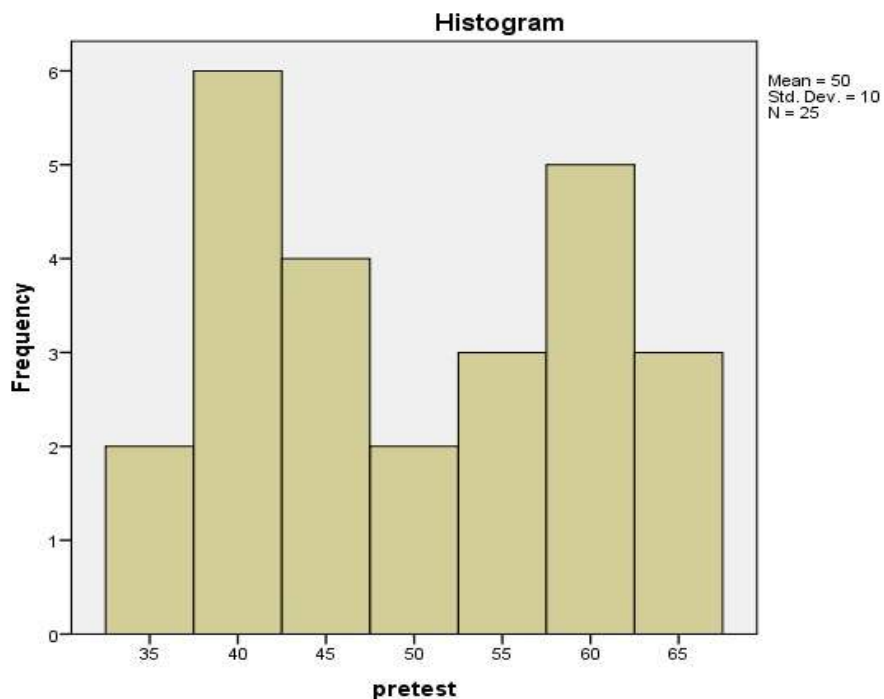


Figure 4.1

The Frequency Distribution of Pre Test of Experimental Class

Then, based on the table normality test of post-test of experimental class

Experimental Class

Post-Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pretest	.198	25	.012	.870	25	.004
posttest	.171	25	.056	.904	25	.023

a. Lilliefors Significance Correction

From on the table above, it could be seen that the score of significance in *Kolmogorov-Smirnov* was 0,056 ($p > 0.05$). While, the significance of normality of post-test score of experimental class in *Shapiro-Wilk* was 0,023

($p > 0.05$). So, it could be claimed that it was normally distributed.

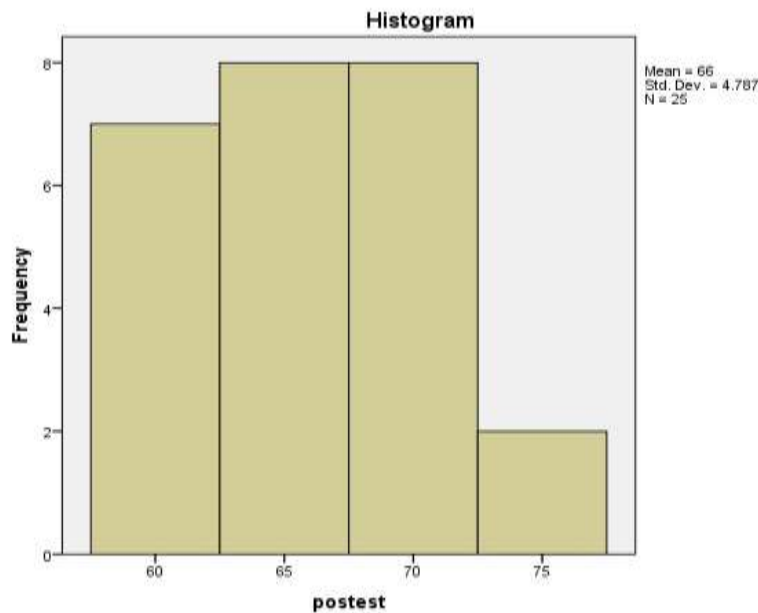


Figure 4.2

The Frequency Distribution of Post Test of Experimental Class

Based on the above statements, it shows that the normality is significant. It is shown by the significance in Lilliefors table of Pre-Test of Experimental Class data is 0.012. Meanwhile, the significance in Lilliefors table of Post-Test Experiment Class data is 0.056. Both significances of Pre-test data and Post-Test data of Experimental are much less than the calculation Lilliefors table with critical points of 25 = 0,1726. It can be concluded that the pre-test and post-test results of experimental class are normal. So, the pre-test and post test result of experimental class are normally distributed.

2. Normality Test Of Control Class

Based on the table normality test of pre-test of control class

Control Class

Pre-Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.205	25	.008	.892	25	.012
Posttest	.199	25	.012	.867	25	.035

a. Lilliefors Significance Correction

From on the table above, it could be seen that the score of significance in *Kolmogorov-Smirnov* was 0,008 ($p > 0.05$). In addition, the significance of normality of pre-test score of control class in *Shapiro-Wilk* was 0,012 ($p > 0.05$) So, it could be claimed that it was normally distributed.

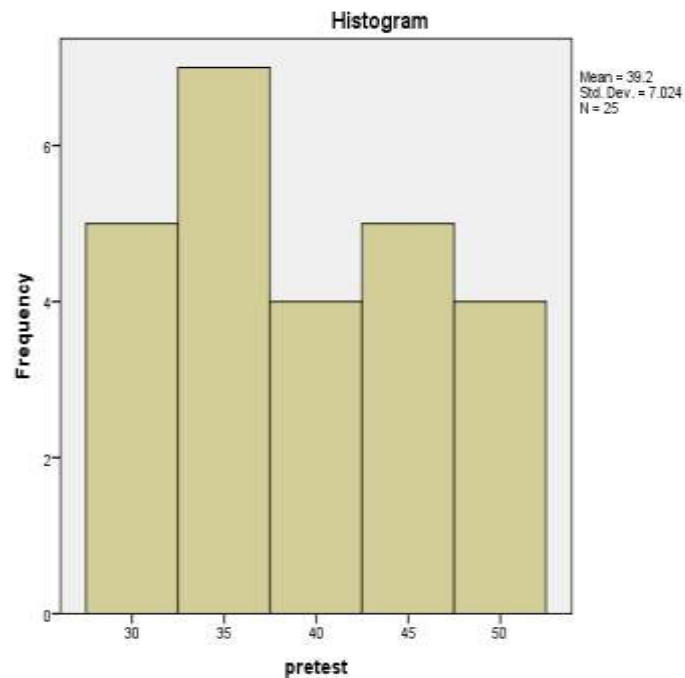


Figure 4.3

The Frequency Distribution of Pre Test of Control Class

Then, based on the tabe normality test of post-test of control class.

Control Class

Post – Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
pretest	.205	25	.008	.892	25	.012
posttest	.199	25	.012	.867	25	.035

a. Lilliefors Significance Correction

From the table above, it could be seen that the score of significance in *Kolmogorov-Smirnov* was 0,012 ($p > 0.05$). In addition, the significance of normality of post-test score of control class in *Shapiro-Wilk* was 0,035 ($p > 0.05$) So, it could be claimed that it was normally distributed.

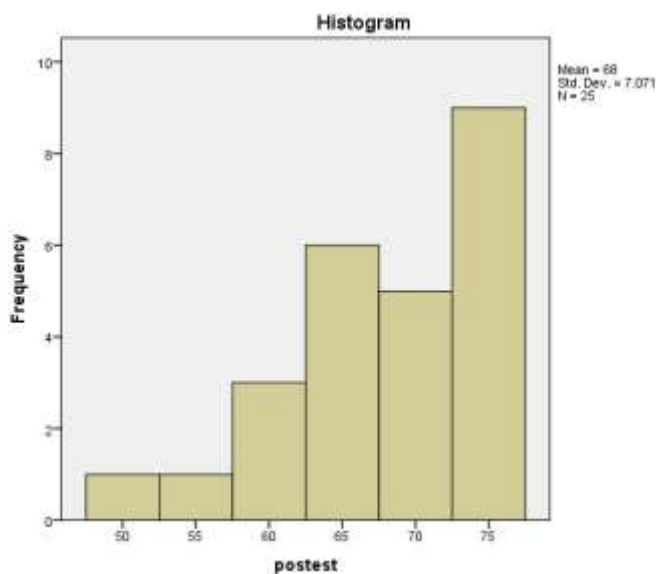


Figure 4.4

The Frequency Distribution of Post Test of Control Class

Based on the above statements, it shows that the normality is significant. It is shown by the significance in Lilliefors table of Pre-Test of Control Class data is 0.008. Meanwhile, the significance in Lilliefors table of Post-Test of Control Class data is 0.012. Both significances of Pre-test data and Post-Test data of Control class are much less than the calculation Lilliefors table with critical points of $25 = 0,1726$. It can be concluded that the pre-test and post-test results of control class are normal. So, the pre-test and post test result of control class are normally distributed.

b. Homogeneity Test

After doing the normality test, the researcher did the homogeneity test that would be calculated by using SPSS 22 in order to test the similarity of the both classes, experiment class and control class. The researcher used *Levene* statistic test to calculate the homogeneity test. The data would be homogenous if the result of data calculation is higher than 0.01.

Based on the table homogeneity test of pre-test and ANOVA of experimental class and control class

Table of Homogeneity Test

		Homogeneity Test				
		Sum of Squares	Df	Mean Square	F	Sig.
Pretest	Between Groups	1458.000	1	1458.000	19.527	.003

	Within Groups	3584.000	48	74.667		
	Total	5042.000	49			
Posttest	Between Groups	50.000	1	50.000	1.371	.247
	Within Groups	1750.000	48	36.458		
	Total	1800.000	49			

the result of the tables showed that the significance of pre-test between experiment class and control class is 0,03. So, the pre test result in both experiment and control class are normally distributed.

Then, based on the table above, homogeneity test of post-test and ANOVA of experimental class and control class, the result of the tables showed that the significance of post-test between experiment class and control class is 0.247. So, the post test result in both experiment and control class are normally distributed.

c. T-test

After measuring the normality and homogeneity test, then the researcher calculated the data by using t-test in SPSS 22 to know the significant difference between students' vocabulary mastery in experimental class and students' vocabulary mastery in control class. Next, the researcher used t-test to get empirical evidence about the effect of Words Walls Strategy to Students' Vocabulary Mastery by using SPSS 22. The researcher used the data from post-test of experiment and control classes, and gained score from both classes.

The result of post-test both experiment class and control class was conducted after doing the treatment. Next, the researcher was compared t_{value} and t_{table} to know whether using Word Walls strategy in teaching vocabulary is effective to improve students' vocabulary or not. Reviewing to the data in the table

Table of T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	4.084	.049	5.825	48	.003	11.500	1.708	5.434	11.434
	Equal variances not assumed			5.825	42.181	.004	11.500	1.708	5.446	11.446

From on the table above, it shows the result of $t_{\text{value}} = 5.825$ with the $\text{Sig. (2-tailed)} = 0.003$. And t_{table} of 0.05 (5%) as the significance level is 2.01 with 44 the degree of freedom (df). It can be found that $t_{\text{value}} = 5,825 > t_{\text{table}} = 2.01$ and the Sign. (2-tailed) is $0.004 < 0.05$.

It means that the word Walls is effective toward students' vocabulary mastery.

d. Hypothesis Test

Testing the hypothesis becomes the important one because the calculation of hypothesis test is to answer the formulation of the problem of this research: “ Is there any significant effect of using word wall strategy on students vocabulary mastery at SMP I-T Suara Da’I Muda Langkat?”

The conclusion is obtained as follows:

H_a : There is a significant difference of students’ vocabulary mastery between students who are taught by Word Walls strategy and they who are taught by using Lecturing Method strategy.

H_0 : There is no significant difference of students’ vocabulary mastery between students who are taught by Word Walls strategy and they who are taught by using Lecturing Method strategy.

And then, the criteria of hypothesis test as follow:

1. H_a is accepted if $t_o > t_{tabel}$ or if the Sig. (2-tailed) < 0.05 .
2. H_0 is accepted if $t_o < t_{table}$, or if the Sig. (2-tailed) > 0.05 .

Based on the result of post test of experiment class and control class, it can be found that the $t_{value} = 5,825 > t_{table} = 2.01$ in the significance level of 0.05 (5%) and the Sign. (2-tailed) is $0.002 < 0.05$. To sum up, the $t_{value} > t_{table}$ and the Sign. (2-tailed) < 0.05 , it means that H_a is accepted.

From the result above, it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that Word walls strategy affect student’s ability in vocabulary mastery.

B. Discussion

From data analyzing to students vocabulary mastery at seven grade at SMP-IT Suara Da'I Muda Langkat was better after using word walls strategy before taught with using word wall. Based on quantitative data could be found that the mean of the pre-test in experimental class was 50.00 and post-test was 66.00 while the mean of the pre-test in control class was 39.20 and post-test was 68.00 It means that there is a difference between experimental and control class.

In control class the scores increast about 28,8 between pre-test and post-test, but in experimental class increast about 16,00 among pre-test and post-test. In other word students ability in vocabulary mastery was more affective by using word walls strategy. In addition the result of t-test that H_0 was rejected and H_a was accepted. The result of the data from the pre-test and post-test the students that were thought by word walls had been higher score and those who were thought by resentation practice production had been lower.

To sum up the data of the research had been conducted based on the procedures, as the research finding and discussion above, there is significance by using word walls strategy toward the students' vocabulary mastery.

CHAPTER V

CLOSING

A. Conclusion

Based on the research findings be conclude to the result of students' pre-test and post-test in the seven grade of SMP-IT Suara Da'i Muda langkat, the researcher found that the students who were taught vocabulary through Word Wall strategy got higher than the result of students who were not taught vocabulary through Word Wall strategy. It can be proven that in the result score from the experimental class is higher than result score from the control class.

The effect of Word Walls strategy on the students' vocabulary mastery was significant. The result of t_{value} is 5,825 where as the t_{table} is 2.01 ($t_{\text{observed}} > t_{\text{table}}$, $5,825 > 2.01$). It means that H_0 is rejected and H_a is accepted. So, there is a significant effect of Word Walls strategy to students' vocabulary mastery.

B. Suggestion

Based on the above conclusion, the researcher gives some Suggestions. Firstly, English teachers are suggested to use Word Walls strategy in their teaching learning process in order to affect the students' vocabulary mastery. Secondly, researcher who are interested in doing this research can added this study with trying to apply Word Walls Strategy on different level of learners through different genre to prove the effectiveness of Word Walls Strategy on the students' vocabulary mastery. Finally, the

researcher considers that the study still need validity from the next researcher that has the similar topic with this study.

C. Implication

Implication are drawn from the research finding. The research came with a finding that there is a significant effect on the students' mastery between students are taught by using word walls and they who are taught by lecture method. Moreover, this research implies that the use of Word Walls is needed in vocabulary mastery. Students are motivated and relaxed in learning vocabulary when they are taught by using Word Walls. Therefore, implies that the use of Word Walls can keep students' interest and help them to mastery the vocabulary well. In summary, the use of Word Walls During the research can affect the students' in vocabulary mastery. Therefore, the media of Word Walls needs to be applied continuously in teaching vocabulary. It is because the use of Word Walls can be affective learning to help the students' enthusiastic increased so that the standard competence of learning process can be achieved.

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Appendix I Table
of Liliefors

<i>N</i>	$\alpha = .20$	$\alpha = .15$	$\alpha = .10$	$\alpha = .05$	$\alpha = .01$
4	.3027	.3216	.3456	.3754	.4129
5	.2893	.3027	.3188	.3427	.3959
6	.2694	.2816	.2982	.3245	.3728
7	.2521	.2641	.2802	.3041	.3504
8	.2387	.2502	.2649	.2875	.3331
9	.2273	.2382	.2522	.2744	.3162
10	.2171	.2273	.2410	.2616	.3037
11	.2080	.2179	.2306	.2506	.2905
12	.2004	.2101	.2228	.2426	.2812
13	.1932	.2025	.2147	.2337	.2714
14	.1869	.1959	.2077	.2257	.2627
15	.1811	.1899	.2016	.2196	.2545
16	.1758	.1843	.1956	.2128	.2477
17	.1711	.1794	.1902	.2071	.2408
18	.1666	.1747	.1852	.2018	.2345
19	.1624	.1700	.1803	.1965	.2285
20	.1589	.1666	.1764	.1920	.2226
21	.1553	.1629	.1726	.1881	.2190
22	.1517	.1592	.1690	.1840	.2141
23	.1484	.1555	.1650	.1798	.2090
24	.1458	.1527	.1619	.1766	.2053
25	.1429	.1498	.1589	.1726	.2010
26	.1406	.1472	.1562	.1699	.1985
27	.1381	.1448	.1533	.1665	.1941
28	.1358	.1423	.1509	.1641	.1911

Appendix II

t-Table

Titik Persentase Distribusi t (df = 41 – 80)

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Appendix III
VALIDITY TESTING OF PRE-TEST

No	The Number of Test																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1	0	0	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	1
2	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
3	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0
4	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1
5	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1
6	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0
10	0	1	0	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	0
11	1	1	0	0	1	1	0	1	1	1	0	1	0	0	0	1	1	1	0	0
12	1	0	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1
13	0	1	0	0	0	1	1	0	1	1	0	1	0	0	0	1	0	1	0	1
14	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	1	1	1
15	0	1	1	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0
16	1	0	1	1	1	0	0	1	0	0	0	0	0	1	0	1	0	1	0	1
17	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1
18	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	0	0	0
19	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	1	1	1
20	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1
21	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0
22	1	1	1	0	1	1	0	1	0	1	0	1	1	0	0	0	0	1	0	1
23	0	1	0	1	0	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1
24	1	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0
25	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1

Validity Testing Of Pre-Test

No	The Number of Test																			
	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
2	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
3	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1
4	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1
5	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1
6	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1
8	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1
10	0	1	0	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	0	0
11	1	1	0	0	1	1	0	1	1	1	0	1	0	0	0	1	1	1	0	0
12	1	0	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1
13	0	1	0	0	0	1	1	0	1	1	0	1	0	0	0	1	0	1	0	1
14	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	1	1	1
15	0	1	1	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0
16	1	0	1	1	1	0	0	1	0	0	0	0	0	1	0	1	0	1	0	1
17	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1
18	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	0	0	0
19	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	1	1	1
20	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1
21	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0
22	1	1	1	0	1	1	0	1	0	1	0	1	1	0	0	0	0	1	0	1
23	0	1	0	1	0	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1
24	1	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0

Validity of Post-test

No	The Number of Test																			
	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1
2	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1
4	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1
5	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1
8	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1
10	0	1	0	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	0	0
11	1	1	0	0	1	1	0	1	1	1	0	1	0	0	0	1	1	1	0	0
12	1	0	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1
13	0	1	0	0	0	1	1	0	1	1	0	1	0	0	0	1	0	1	0	1
14	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	1	1	1
15	0	1	1	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0
9	1	0	1	1	1	0	0	1	0	0	0	0	0	1	0	1	0	1	0	1
17	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1
18	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	0	0	0
19	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	1	1	1
20	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1
21	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0
22	1	1	1	0	1	1	0	1	0	1	0	1	1	0	0	0	0	1	0	1
23	0	1	0	1	0	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1
24	1	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0
25	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1

**Appendix V LESSON
PLAN (CONTROL
GROUP)**

School : SMP-IT Suara Da'I Muda Langkat
Subject : English
Class/Semester : VII/1
Topic : Greeting
Time Allocation : 2 x 45 minutes

A. Core Competence

KI 1 : Respect and appreciate the teaching soft here ligion they hold.

KI 2 : Appreciate and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation,), polite, trusting self, in interacting effectively with the social and natural environment in the term of association and its existence.

KI 3: Understand knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture related phenomena and visible events.

KI 4 : Try, process and serve in the realm of concrete (using, unravel, string, modify, and create) and the realm of abstract (write, read, count, drawing, and composing) accordingly with what is learned in school and other sources within the same point of view / theory.

B. Basic Competence and Indicators of Achievement of Competence

No	Basic Competence	Competency Achievement Indicators
1.	Be grateful for the opportunity learn English as a the language of communication international.	
2.	2.1 Appreciate polite behavior and care in implementing interpersonal communication with teachers and friends. 2.2 Value honest, disciplined behavior confident, and responsible in carrying out communication transactional with teachers and friend. 2.3 Rewarding responsible behavior answer, care, cooperation, and love peace, in carrying out functional communication	
3.	3.2. Understanding social functions, structure	3.2.1. identify text structure in self introduction according to context.

	text, and the linguistic elements of self-introductory expressions, and their responses, are appropriate with the context in which it is used.	3.2.2. Can mention the social function of self-introduction according to context. 3.2.3. identify vocabulary in self introduction.
4.	4.2. Compose written and spoken text simple to state, ask, and respond to introductions self, very short and simple, by paying attention to social functions, text structure, and linguistic elements correct and in context.	4.2.1. communicate using self-introductory expressions according to the context correctly and fluently. 4.2.2. respond to self-introductory expressions according to the context correctly and fluently. 4.2.3. write self-introduction phrases

C. Learning Objectives

1. Students can compose self-introduction text orally.
2. Students are able to identify the structure of the text in self-introductory expressions according to the context.
3. Students are able to mention the social function of self introduction according to the context.
4. Students are able to identify vocabulary in self-introduction expressions.
5. Students are able to communicate using self-introductory expressions according to the context.
6. Students are able to respond to self-introductory expressions in accordance with the context.
7. Students are able to write self-introductory expressions according to the context.

D. Learning Material

Hello, My name is ...

I am ...

years old I am from ...

I live in ...

I like ...

(Hobby) I Play ...

(Sport) I don't like ...

(Food) My favorite color is/are ...

I have ...

(Pet) Nice to meet you.

Vocabulary related to the material

a. Hobby

Word	Meaning
------	---------

Reading	Membaca
Swimming	Berenang
Playing football	Bermain Sepak Bola
Singing	Menyanyi
Watching movie	Menonton Film
Dancing	Menari
Fishing	Memancing
Photography	Fotografi
Traveling	Wisata
Hiking	Mendaki
Drawing	Menggambar
Painting	Melukis

b. Kinds of Sport

Word	Meaning
Tennis	Tenis
Badminton	Bulu tangkis
Table tennis	Tenis meja
Football	Sepak bola
Basketball	Basket
Volleyball	Voli
Chess	Catur
Skateboard	Papan luncur

c. Food

Word	Meaning
Carrot	Wortel
Spinach	Bayam
Bitter melon	Pare
Star fruit	Belimbing
Shrimp	Udang
Egg	Telur
Eggplant	Terung
Coffee	Kopi
Banana	Pisang
juice	Jus

d. colour

Word	Meaning
Blue	Biru
Red	Merah
Green	Hijau
Yellow	Kuning
Grey	Abu-abu
White	Putih
Black	Hitam
Purple	Ungu
Pink	Merah jambu
Orange	Orange

e. Animal

Word	Meaning
Cat	Kucing
Rabbit	Kelinci
Goat	Kambing
Cow	Sapi
Sheep	Domba
Fish	Ikan
Bird	Burung
Chicken	Ayam
Duck	Itik
Hamster	Marmut

E. Metode Pembelajaran

1. Word Wall Strategy

F. Media

1. Book
2. Picture of Object
3. White Board
4. Marker
5. Plano paper
6. Video

G. Langkah-langkah Pembelajaran**First Meeting**

1. Introduction (10 minutes)
 - a. The teacher greets students and begins the learning activity by praying
 - b. The teacher asks the student's situation
 - c. The teacher conducts student attendance
 - d. The teacher prepares texts related to the material to be studied
 - e. The teacher provides contextual student learning motivation according to the benefits and application of teaching materials in daily life.
 - f. The teacher proposes the relationship between prior knowledge and the material to be learned.
 - g. The teacher explains the learning objectives or basic competencies to be achieved.
 - h. The teacher conveys the scope of material and the description of activities according to the syllabus.
2. Observe (50 minutes)
 - a. Students remember the text (video) related to the use of deep speech introduce yourself to others who remember by the teacher.
 - b. Students things or information used to reveal Simple self-identity (Hobbies, Food that is not, Sports that

- colors, favorite colors, and pets).
- c. Students understand to understand the meaning of the text (video).
 3. Asking (10 minutes)
 - a. The teacher gives students the opportunity to ask questions about what information what they want to know about giving and asking information related to identity (self introduction).
 - b. The teacher asks students what information they get related to the act of giving and asking for information related to oneself (self introduction).
 4. Experimenting (10 minutes)
 - a. The teacher provides examples related to providing information about identity verbally in front of the class.
 - b. Students serve to imitate what the teacher has exemplified.
 - c. Students serve to provide information related to themselves colleagues, and performed alternately.
 5. Associate (10 minutes)
 - a. Teachers provide feedback or organize to students.
 - b. Teachers and students of lessons related to information used to provide simple identifying information.
 6. Communicating (20 minutes)
 - a. Students who provide information related to oral identity in front of the class.
 - b. Students take turns advancing in front of the class one by one giving information related to identity orally.
 - c. The teacher provides follow-up or correction.
 7. Closing (5 minutes)
 - a. Summing up the material that has been studied that day.
 - b. The teacher asks the student's difficulties.
 - c. The teacher provides motivation to students.
 - d. The teacher ends the lesson by praying

H. Sumber Belajar

Media Word Wall



I. Penilaian

Kemampuan berbicara (Speaking Skill)

No	Aspek yang di nilai	Deskripsi
1.	Pengucapan (Pronunciation)	5 = Hampir Sempurna 4 = Ada kesalahan tapi tidak mengganggu makna 3 = Ada beberapa kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
2.	Intonasi (Intonation)	5 = Hampir Sempurna 4 = Ada kesalahan tapi tidak mengganggu makna 3 = Ada beberapa kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
3.	Kelancaran (Fluency)	5 = Sangat lancar 4 = Lancar 3 = Cukup lancar 2 = Kurang lancar 1 = Tidak lancar
4.	Ketepatan Makna (Accuracy)	5 = Sangat tepat 4 = Tepat 3 = Cukup tepat 2 = Kurang tepat 1 = Tidak tepat



**APPENDIX VI LESSON
PLAN (EXPERIMENTAL
GROUP)**

School : SMP-IT Suara Da'I Muda Langkat
Subject : English
Class/Semester : VII/1
Topic : Greeting
Time Allocation : 2 x 45 minutes

A. Core Competence

KI 1 : Respect and appreciate the teaching soft here ligion they hold.

KI 2 : Appreciate and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation,), polite, trusting self, in interacting effectively with the social and natural environment in the term of association and its existence.

KI 3: Understand knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture related phenomena and visible events.

KI 4 : Try, process and serve in the realm of concrete (using, unravel, string, modify, and create) and the realm of abstract (write, read, count, drawing, and composing) accordingly with what is learned in school and other sources within the same point of view / theory.

B. Basic Competence and Indicators of Achievement of Competence

No	Basic Competence	Competency Achievement Indicators
1.	Be grateful for the opportunity learn English as a the language of communication international.	
2.	2.1 Appreciate polite behavior and care in implementing interpersonal communication with teachers and friends. 2.2 Value honest, disciplined behavior confident, and responsible in carrying out communication transactional with teachers and friend. 2.3 Rewarding responsible behavior answer, care, cooperation, and love peace, in carrying out functional communication	
3.	3.2. Understanding social functions, structure	3.2.1. identify text structure in self introduction according to context.

	text, and the linguistic elements of self-introductory expressions, and their responses, are appropriate with the context in which it is used.	3.2.2. Can mention the social function of self-introduction according to context. 3.2.3. identify vocabulary in self introduction.
4.	4.2. Compose written and spoken text simple to state, ask, and respond to introductions self, very short and simple, by paying attention to social functions, text structure, and linguistic elements correct and in context.	4.2.1. communicate using self-introductory expressions according to the context correctly and fluently. 4.2.2. respond to self-introductory expressions according to the context correctly and fluently. 4.2.3. write self-introduction phrases

C. Learning Objectives

1. Students can compose self-introduction text orally.
2. Students are able to identify the structure of the text in self-introductory expressions according to the context.
3. Students are able to mention the social function of self introduction according to the context.
4. Students are able to identify vocabulary in self-introduction expressions.
5. Students are able to communicate using self-introductory expressions according to the context.
6. Students are able to respond to self-introductory expressions in accordance with the context.
7. Students are able to write self-introductory expressions according to the context.

D. Learning Material

Hello, My name is ...

I am ...

years old I am from ...

I live in ...

I like ...

(Hobby) I Play ...

(Sport) I don't like ...

(Food) My favorite color is/are ...

I have ...

(Pet) Nice to meet you.

Vocabulary related to the material

a. Hobby

Word	Meaning
------	---------

Reading	Membaca
Swimming	Berenang
Playing football	Bermain Sepak Bola
Singing	Menyanyi
Watching movie	Menonton Film
Dancing	Menari
Fishing	Memancing
Photography	Fotografi
Traveling	Wisata
Hiking	Mendaki
Drawing	Menggambar
Painting	Melukis

b. Kinds of Sport

Word	Meaning
Tennis	Tenis
Badminton	Bulu tangkis
Table tennis	Tenis meja
Football	Sepak bola
Basketball	Basket
Volleyball	Voli
Chess	Catur
Skateboard	Papan luncur

c. Food

Word	Meaning
Carrot	Wortel
Spinach	Bayam
Bitter melon	Pare
Star fruit	Belimbing
Shrimp	Udang
Egg	Telur
Eggplant	Terung
Coffee	Kopi
Banana	Pisang
Juice	Jus

d. colour

Word	Meaning
Blue	Biru
Red	Merah
Green	Hijau
Yellow	Kuning
Grey	Abu-abu
White	Putih
Black	Hitam
Purple	Ungu
Pink	Merah jambu
Orange	Orange

e. Animal

Word	Meaning
Cat	Kucing
Rabbit	Kelinci
Goat	Kambing
Cow	Sapi
Sheep	Domba
Fish	Ikan
Bird	Burung
Chicken	Ayam
Duck	Itik
Hamster	Marmut

E. Metode Pembelajaran

1. Word Wall Strategy

F. Media

1. Book
2. Picture of Object
3. White Board
4. Marker
5. Plano paper
6. Video

G. Langkah-langkah Pembelajaran**First Meeting**

1. Introduction (10 minutes)
 - a. The teacher greets students and begins the learning activity by praying
 - b. The teacher asks the student's situation
 - c. The teacher conducts student attendance
 - d. The teacher prepares texts related to the material to be studied
 - e. The teacher provides contextual student learning motivation according to the benefits and application of teaching materials in daily life.
 - f. The teacher proposes the relationship between prior knowledge and the material to be learned.
 - g. The teacher explains the learning objectives or basic competencies to be achieved.
 - h. The teacher conveys the scope of material and the description of activities according to the syllabus.
2. Observe (50 minutes)
 - a. Students remember the text (video) related to the use of deep speech introduce yourself to others who remember by the teacher.
 - b. Students things or information used to reveal Simple self-identity (Hobbies, Food that is not, Sports that

- colors, favorite colors, and pets).
- c. Students understand to understand the meaning of the text (video).
 3. Asking (10 minutes)
 - a. The teacher gives students the opportunity to ask questions about what information what they want to know about giving and asking information related to identity (self introduction).
 - b. The teacher asks students what information they get related to the act of giving and asking for information related to oneself (self introduction).
 4. Experimenting (10 minutes)
 - a. The teacher provides examples related to providing information about identity verbally in front of the class.
 - b. Students serve to imitate what the teacher has exemplified.
 - c. Students serve to provide information related to themselves colleagues, and performed alternately.
 5. Associate (10 minutes)
 - a. Teachers provide feedback or organize to students.
 - b. Teachers and students of lessons related to information used to provide simple identifying information.
 6. Communicating (20 minutes)
 - a. Students who provide information related to oral identity in front of the class.
 - b. Students take turns advancing in front of the class one by one giving information related to identity orally.
 - c. The teacher provides follow-up or correction.
 7. Closing (5 minutes)
 - a. Summing up the material that has been studied that day.
 - b. The teacher asks the student's difficulties.
 - c. The teacher provides motivation to students.
 - d. The teacher ends the lesson by praying

H. Sumber Belajar

Media Word Wall



I. Penilaian



Kemampuan berbicara (Speaking Skill)

No	Aspek yang di nilai	Deskripsi
1.	Pengucapan (Pronunciation)	5 = Hampir Sempurna 4 = Ada kesalahan tapi tidak mengganggu makna

		<p>3 = Ada beberapa kesalahan dan mengganggu makna</p> <p>2 = Banyak kesalahan dan mengganggu makna</p> <p>1 = Terlalu banyak kesalahan sehingga sulit dipahami</p>
2.	Intonasi (Intonation)	<p>5 = Hampir Sempurna</p> <p>4 = Ada kesalahan tapi tidak mengganggu makna</p> <p>3 = Ada beberapa kesalahan dan mengganggu makna</p> <p>2 = Banyak kesalahan dan mengganggu makna</p> <p>1 = Terlalu banyak kesalahan sehingga sulit dipahami</p>
3.	Kelancaran (Fluency)	<p>5 = Sangat lancar</p> <p>4 = Lancar</p> <p>3 = Cukup lancar</p> <p>2 = Kurang lancar</p> <p>1 = Tidak lancar</p>
4.	Ketepatan Makna (Accuracy)	<p>5 = Sangat tepat</p> <p>4 = Tepat</p> <p>3 = Cukup tepat</p> <p>2 = Kurang tepat</p> <p>1 = Tidak tepat</p>

Hinai, 24 Oktober 2020

Mengetahui,

<p>Guru kelas</p>  <p>Milawati S.Pd</p>	<p>Mahasiswa Penelitian</p>  <p>Nurul Azhari</p>
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Appendix VII
Pre –Test Instrument

Name :

Class :

I. Choose the best answer with crossing (x) of a,b,c or d



1. What is the name of this room?
 - a. bathroom
 - b. diningroom
 - c. classroom
 - d. family room

2. What are the things in the room?
 - a. desk, chair, blackboard, clock and pictures
 - b. desk, chair, tv, and globe
 - c. globe, tv, and whiteboard
 - d. cupboard, table and book

3. How many desk in the room?
 - a. 6
 - b. 7
 - c. 8
 - d. 9

4. Where is the blackboard in the room?

Look this following pictures to answer the question number 1-5

- a. besides
 - b. in front of
 - c. behind
 - d. above
5. how many pictures above the blackboard?
- a. 6
 - b. 3
 - c. 8
 - d. 10

This text below is for the questions 6 to 8

My favorite animal

My favorite animal is rabbit. Rabbit has two long ears. Its eyes are big and black, but when it is dark its eyes are red. It has two long teeth. Its nose is small and soft pink. Its tail is soft, raound and small like a cotton ball. It is vegetarian and its favorite food are carrots. Rabbit are very funny.

6. How many ears does the rabbit have?
 - a. two ears
 - b. three ears
 - c. Four ears
 - d. Five ears

7. Does it has short theeth?
 - a. yes, it does
 - c. Yes, it doesn't

b. no, it does d. No, it doesn't

8. what is the title of the text?

- a. rabbits are very funny
- b. my animal
- c. my favorite animal
- d. rabbit

The text is for number 9-13

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is a bookshelf. There are two windows in the room. Between the windows is a picture of prambanan temple. I like my classroom very much.

9. where is the picture of prambanan temple?

- a. behind the teacher
- b. between the two windows
- c. beside the teacher
- d. between the doors

10. how is the writer's classroom ?

- a. it is very big
- b. it is very clean
- c. it is in front of the school
- d. it has forty chairs for students

11. where does the teacher sit?

- a. in front of the classroom
- b. behind the whiteboard
- c. behind the table

d. under the map

12. where is the whiteboard?

- a. behind the table
- b. beside the teacher
- c. behind the teacher
- d in front of the window

13. does the writer like his class very much?

- a. no, it is not
- b. no, it does not
- c. yes, it is
- d. yes, he is

14. Look at the picture! The woman is



- a. cooking meals
- b. washing the cloth
- c. sweeping the yard
- d. swimming now

15. look at the picture! This is.....



- a. bathroom

- b. bedroom
- c. diningroom
- d. livingroom

16. You can put the food in the... to keep it fresh and cold.

- a. microwave
- b. refrigerator
- c. stove
- d. rice cooker

Look at the picture to answer number 17-19



17. This place is.....

- a. garden
- b. hotel
- c. parking area
- d. golf course

18 How many people in the picture?

- a. 7
- b. 3
- c. 5
- d. 4

19. What are he doing in the chair?

- a. dancing
- b. cooking
- c. singing
- d. Reading

20. a place where many people are sick is....

- a. hotel
- b. hospital
- c. school
- d. restaurant.

Appendix VIII
Post-test Instrument

Name :

Class :

I. Choose the best answer with crossing

(x) of a,b,c or d!

1 The place to study is....

- a. hotel
- b. school
- c. hospital
- d. office

b. sing d. Play

2. When your father is sick, where should he be taken?

- a. hotel
- b. school
- c. hospital
- d. office

4. The place will be visited when.....

- a. sad
- b. hungry
- c. full
- d. angry

Number 5-8 refer to the following picture



5. There is a ... hanging on the wall

- a. Bed
- b. Mirror
- c. Cupboard
- d. Pillow

Look at the pictures to answer the number 3-4



3. This is the place to.....

- a. eat c. dance

6. There are flowers on the ..

- a. Chair b. Mirror
- c. Cupboard d. Table

7. There is a ... beside the bed

- a. Lamp c. Picture
- b. Painting d. Blanket

8. There is a Beside the bed

- a. Sofa b. Bed
- c. Curtain d. Chair

9. The books are on the ...

- a. closet c. Tub
- b. Dish d. Bookshelf

10. We can find where the Africa continent is on the ...

- a. Chair c. Whiteboard
- b. Cupboard d. Globe

11. My Father is a ...



- a. Postman
- b. Doctor
- c. Dentist
- d. Soundman

12. You can put the food in the... to keep it fresh and cold.

- a. microwave
- b. refrigerator
- c. stove
- d. rice cooker

13. Which of these things are not usually found in the bedroom?

- a. Dressing table
- b. bolster
- c. Sink
- d. Pillow

14. Which of the following things is used to keep clothes?

- a. Wardrobe
- b. bolster
- c. Refrigerator
- d. Dresser

This text below is for the questions 15 to 17

My favorite animal

My favorite animal is rabbit. Rabbit has two long ears. Its eyes are big and black, but when it is dark its eyes are red. It has two long teeth. Its nose is small and soft pink. Its tail is soft, round and small like a cotton ball. It is vegetarian and its favorite food are carrots. Rabbit are very funny.

15. How many ears does the rabbit have?

- a. two ears c. Four ears
- b. three ears d. Five ears

16. Does it has short theeth?

- a. yes, it does
- b. no, it does
- c. Yes, it doesn't
- d. No, it doesn't

17. what is the title of the text?

- a. rabbits are very funny
- b. my animal
- c. my favorite animal
- d. rabbit

18. He is going to to borrow book.

- a. Bookstore
- b. Books market
- c. Library
- d. Laboratory

19. A place to watch sports is

- a. stadium
- b. hotel
- c. cinema
- d. hospital

20. Naila wants todaily needs at the market.

- a. Borrow
- b. Buy
- c. Bring
- d. Save

Appendix IX

Key Answer

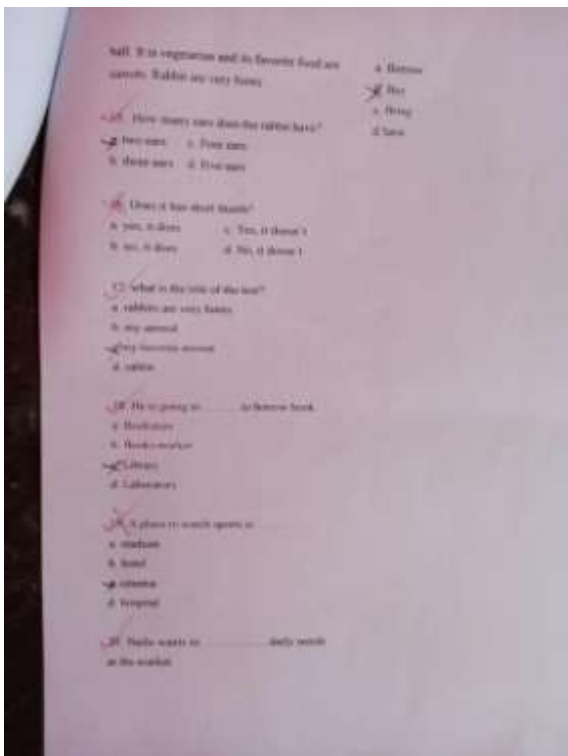
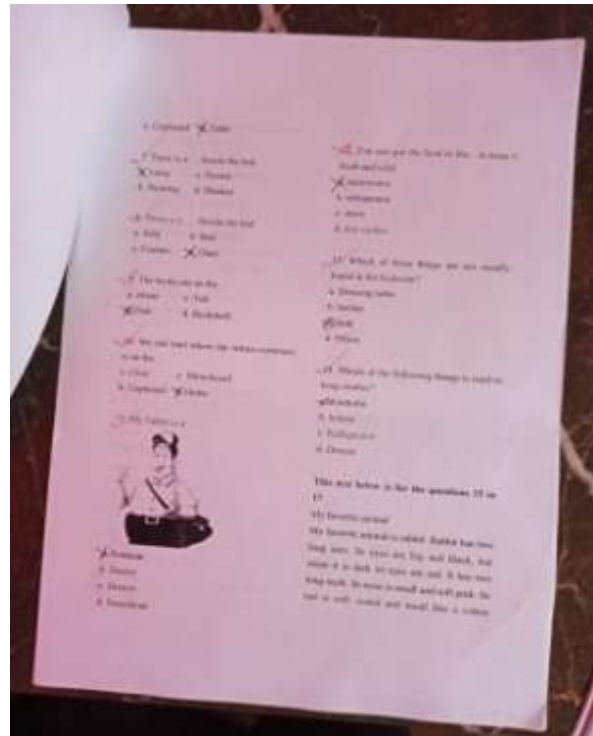
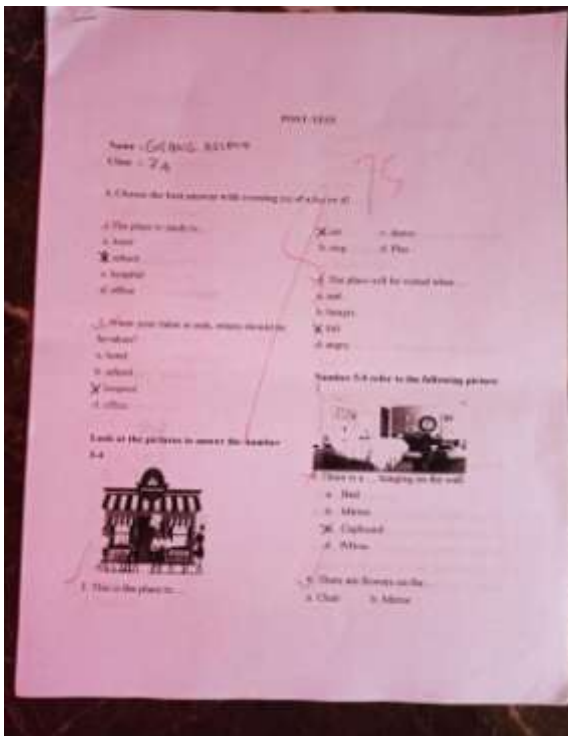
Pre-test

1. C	11. C
2. A	12. C
3. D	13. D
4. B	14. B
5. A	15. D
6. A	16. B
7. A	17. A
8. C	18. C
9. B	19. D
10. A	20. B

Post-test

1. B	11. A
2. C	12. B
3. A	13. C
4. B	14. A
5. A	15. A
6. D	16. A
7. A	17. C
8. D	18. C
9. D	19. A
10. D	20. B

Appendix X The Result of Students



c. Captioned Table

7. There is a ... inside the bed.
 Lamp Picture
 Painting Blanket

8. There is a ... inside the bed.
 Table Bed
 Curtain Chair

9. The books are on the ...
 shelf table
 desk bookshelf

10. We can find where the Africa continent is on the ...
 Class Map
 Classroom Table

11. My father is a ...
 Teacher
 Doctor
 Scientist



12. You can get the food in the ... to keep it fresh and cold.
 supermarket
 refrigerator
 store
 freezer

13. Which of these things are not usually found in the bathroom?
 Shampoo bottle
 Toilet
 Soap
 Pillow

14. Which of the following things is used to keep clothes?
 Wardrobe
 Bedside
 Refrigerator
 Dressing

This text below is for the questions 15 to 17.

My favourite animal
 My favourite animal is rabbit. Rabbit has two long ears. Its eyes are big and black, but when it is dark its eyes are red. It has two long teeth. Its nose is small and soft pink. Its tail is soft, round and small like a cotton ball. It is vegetarian and its favourite food are carrots. Rabbits are very funny.

15. How many ears does the rabbit have?
 Two ears Four ears
 Three ears Five ears

16. Does it have short teeth?
 Yes, it does Yes, it doesn't
 No, it does No, it doesn't

17. What is the title of the text?
 Rabbits are very funny
 My animal
 My favourite animal
 Rabbit

18. You can go to ... to borrow books.
 Bookstore
 Books' market
 Library
 Laboratory

19. A place to watch sports is a ...
 stadium
 hotel
 museum
 hospital

20. There is a ... daily goods at the market.
 stall
 shop
 stand
 shop

POST-TEXT

Name: Fahad Ahmad Khan
 Class: 7A

1. Choose the best answer with crossing it out with a line.

1. The place to study is ...
 school shop
 hospital office
 library bank

2. Where your father is work, where should he be called?
 hotel bank
 hospital office
 library bank

3. There are flowers on the ...
 Chair Mirror

4. There are flowers on the ...
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100. There are flowers on the ...
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POST-TEXT

Name: Fahad Ahmad Khan
 Class: 7A

1. Choose the best answer with crossing it out with a line.

1. The place to study is ...
 school shop
 hospital office
 library bank

2. Where your father is work, where should he be called?
 hotel bank
 hospital office
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95. There are flowers on the ...
 Chair Mirror

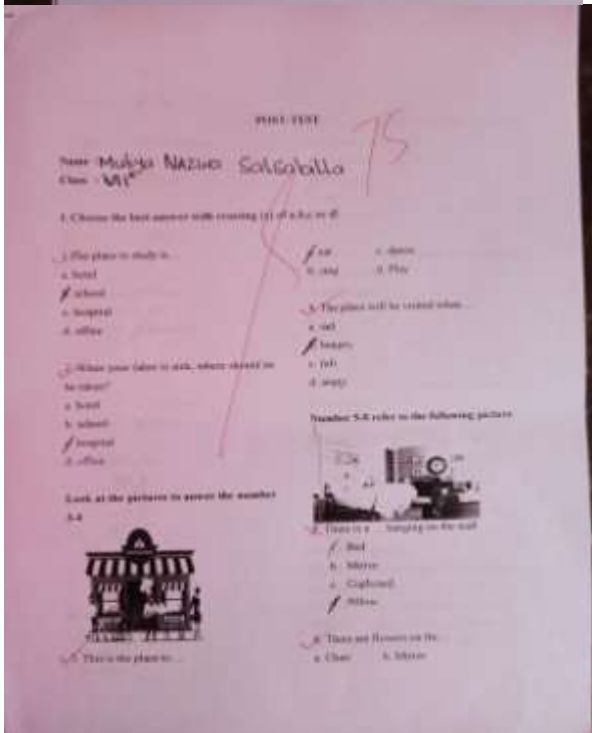
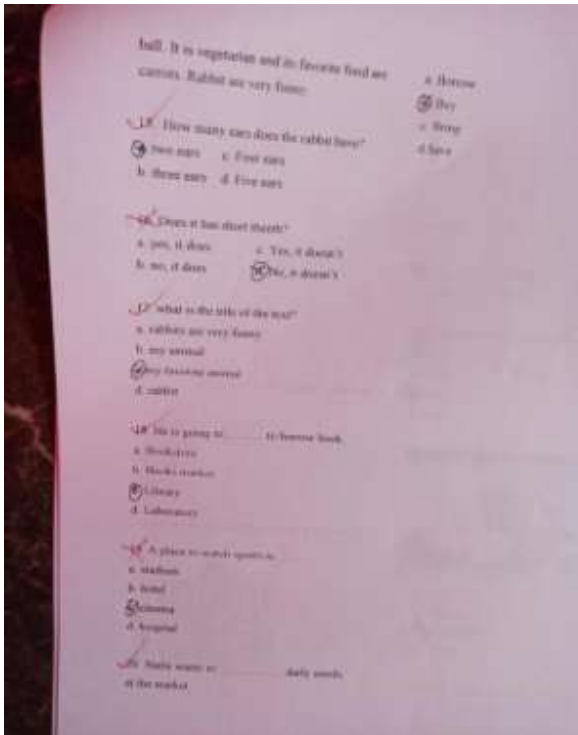
96. There are flowers on the ...
 Chair Mirror

97. There are flowers on the ...
 Chair Mirror

98. There are flowers on the ...
 Chair Mirror

99. There are flowers on the ...
 Chair Mirror

100. There are flowers on the ...
 Chair Mirror



c. Cupboard d. Table

7. There is a _____ inside the bed.
 Lamp a. Pillow
 Painting b. Blanket

8. There is a _____ beside the bed.
 Sofa Bed
 Curtain c. Chair

9. The books are on the _____.
 chest a. Tub
 Desk b. Bookshelf

10. We can find where the Akhza costume is on the _____.
 Chair a. Whiteboard
 Cupboard Table

11. My father is a _____.



Policeman
 Doctor
 Dentist
 Scientist

12. You can put the food in the _____ to keep it fresh and cold.
 Refrigerator
 Microwave
 Refrigerator
 stove
 Hot water

13. Which of these things are not usually found in the bedroom?
 Dressing table
 Bed
 Bed
 Tub
 Pillow

14. Which of the following things is used to keep clothes?
 Wardrobe
 Bed
 Refrigerator
 Stove

This text below is for the questions 15 to 17.

My favorite animal
 My favorite animal is a rabbit. Rabbit has two long ears. Its eyes are big and black, but when it is dark its eyes are red. It has two long teeth. Its nose is small and soft pink. Its tail is soft, round and small like a cotton.

15. How many ears does the rabbit have?
 Two ears a. Four ears
 Three ears b. Five ears

16. Does it have short teeth?
 Yes, it does a. Yes, it doesn't
 No, it does b. No, it doesn't

17. What is the color of the tail?
 It is black
 It is very fat
 It is small
 It is very soft
 It is soft

18. He is going to _____ in his new book.
 Bookstore
 Book-market
 Library
 Laboratory

19. A place to watch sports is _____.
 stadium
 hotel
 cinema
 hospital

20. Make water to _____ daily work at the market.
 wash

POST-TEST

Name: Patri
 Class: 2A

75

1. Choose the best answer with crossing (x) if it is not correct.

2. The place to study is _____.
 hotel
 school
 hospital
 office

3. When your father is sick, where should he be taken?
 hotel
 school
 hospital
 office

Look at the pictures to answer the number 3-4.



3. This is the place to _____.
 eat dance
 sing Play

4. The place will be washed when _____.
 it is hot
 it is dirty
 it is dry

Number 5-8 refer to the following picture.



5. There is a _____ hanging on the wall.
 Bed
 Mirror
 Cupboard
 Pillow

6. There are flowers on the _____.
 Chair Mirror

c. Cupboard d. Table

7. There is a _____ inside the bed.
 Lamp a. Pillow
 Painting b. Blanket

8. There is a _____ beside the bed.
 Sofa Bed
 Curtain c. Chair

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Policeman
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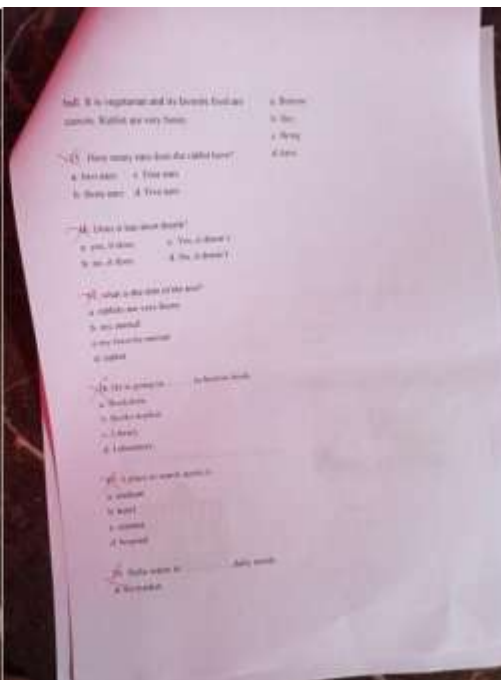
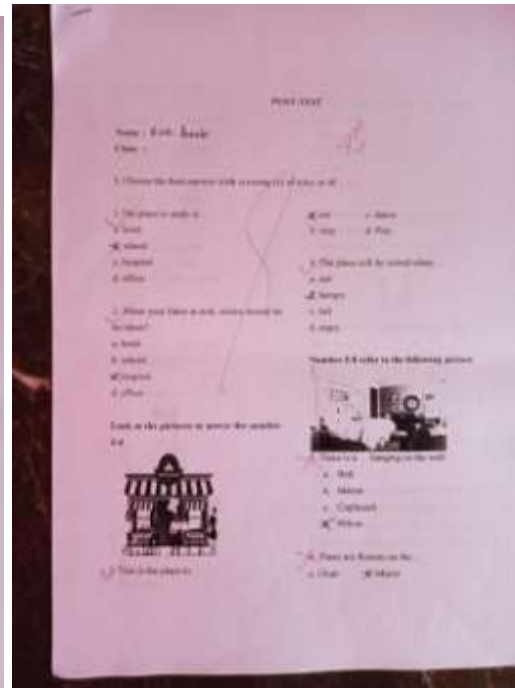
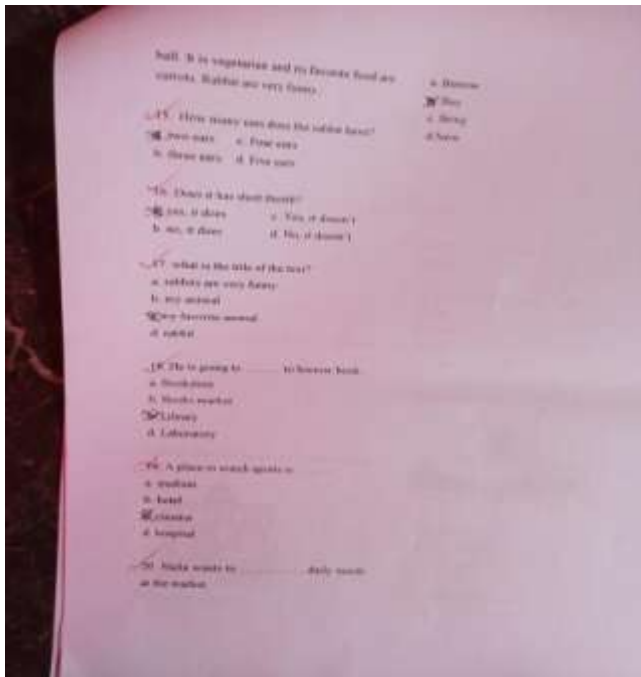
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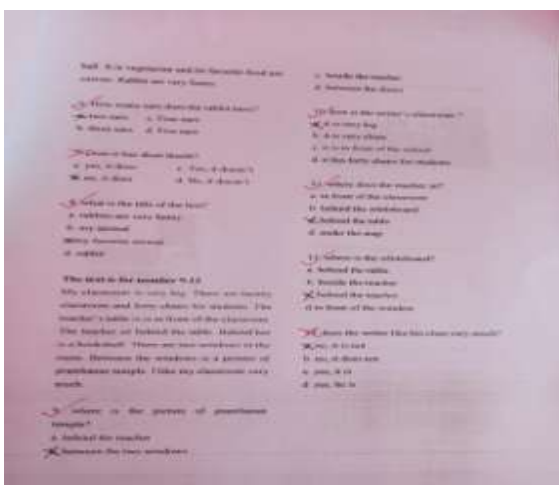
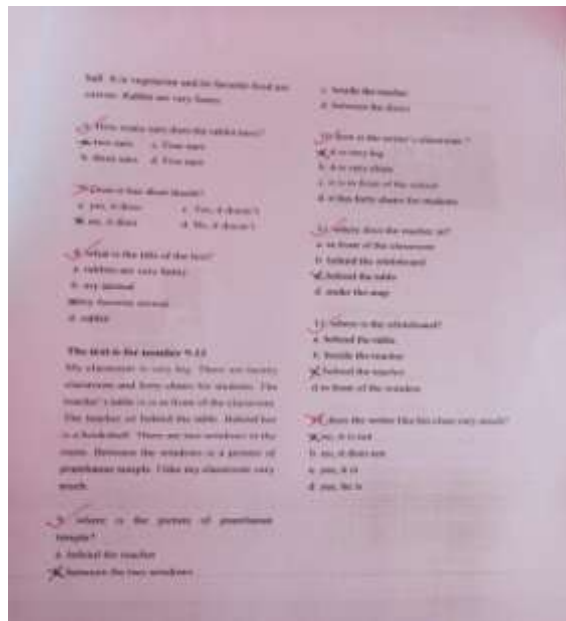
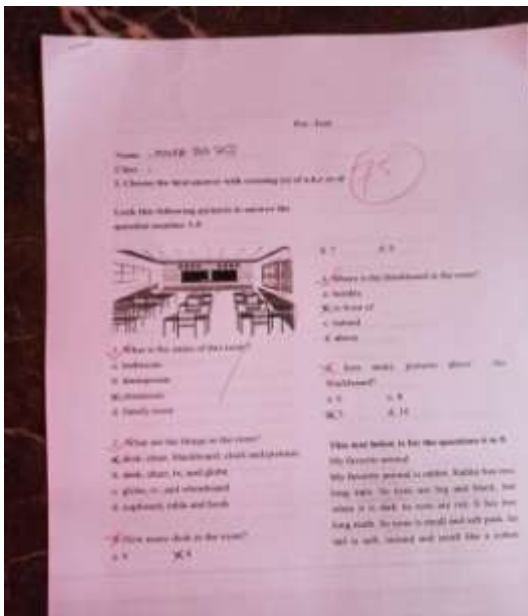
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Topic: Classroom
 Name: _____
 Class: _____
 1. Choose the best answer with writing out of A, B, C or D.

1. Look at the following picture to answer the questions number 1-4.



2. Where is the blackboard in the room?
 a. Behind
 b. In front of
 c. Behind
 d. Above

3. What is the name of this room?
 a. Classroom
 b. Laboratory
 c. Gymnasium
 d. Sports room

4. What are you doing in the class?
 a. Read, write, understand, think and discuss
 b. Think, draw, fit, and play
 c. Study, fit, and understand
 d. Laugh, talk and work

5. How many desks in the room?
 a. 2
 b. 3

6. What are you doing in the classroom?
 a. Reading
 b. Writing
 c. Thinking
 d. All of them

7. How many people in the classroom?
 a. 2
 b. 3

8. What are you doing in the class?
 a. Reading
 b. Writing
 c. Thinking
 d. All of them

9. How many desks in the room?
 a. 2
 b. 3

1. Choose the number
 a. Behind the door
 b. In front of the door

2. How many desks in the room?
 a. 2
 b. 3

3. What are you doing in the class?
 a. Read, write, understand, think and discuss
 b. Think, draw, fit, and play
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4. How many desks in the room?
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8. How many desks in the room?
 a. 2
 b. 3

9. What are you doing in the classroom?
 a. Reading
 b. Writing
 c. Thinking
 d. All of them

10. How many desks in the room?
 a. 2
 b. 3

1. Look at the picture? The reason is

 a. reading books
 b. reading the clock
 c. sweeping the yard
 d. watching news

2. Look at the picture? There is

 a. laboratory
 b. bathroom
 c. classroom
 d. gymnasium

3. You can get the book in the ... to help it
 a. desk and chair
 b. classroom
 c. laboratory
 d. gym

4. How many desks in the room?
 a. 2
 b. 3

5. What are you doing in the class?
 a. Reading
 b. Writing
 c. Thinking
 d. All of them

6. How many desks in the room?
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 a. Behind the door
 b. In front of the door

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Appendix XI
Documentation







Appendix XI

10/12/2020 <https://seelma.uinsu.ac.id/perguruan/atahok0fMTO4P0zq>



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jl. Willem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-13103/TTK/TTK.V.3/PP.00.9/10/2020 12 Oktober 2020
Lampiran : -
Hal : **1 (satu) Riset**

Yth. Bapak/Ibu Kepala SMPS IT SUARA DATI MUDA LANGKAT

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Nurul Azhari
NIM	: 0304162159
Tempat/Tanggal Lahir	: Medan, 08 Februari 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Jalan guru VI gang merbuk III No. 120 Medan Kelurahan Harjosari 1 Kecamatan Medan Amplas

untuk hal dimaksud kami mohon memberikan izin dan bantuannya terhadap pelaksanaan Riset di SMPS IT SUARA DATI MUDA LANGKAT, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Words Walls Strategy to Students' Vocabulary Mastery

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 12 Oktober 2020
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa Inggris



Dipukul: Signat
Dr. Sholihatul Hamidah Danlay, S.Ag.
M.Hum
NIP. 197506222003122002

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

*Silahkan scan QR Code diatas dan klik link yang tertera, untuk mengetahui lebih lanjut



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN DAN PENGAJARAN
SMPS-IT SUARA DA'I MUDA LANGKAT

Jl. Pasar III Tj. Beringin Dusun VII Desa TanjungMuliaKec. HinaKabupatenLangkat Kode Pos 20854
Email: suaramuda@sdmlangkat.ac.id NPSN : 69962910 NSS : 2020711021821

SURAT KETERANGAN

NOMOR:38/SMP IT-SDML/X /2020

Kepala Sekolah Menengah Pertama Islam Terpadu Suara Da'I Muda
Langkat dengan ini menerangkan bahwa :

Nama : Nurul Azhari
NIM : 0304162159
Tempat/ Tanggal Lahir : Medan, 08 Februari 1998
Program Studi : Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jln. Garu VI Gg. Merbuk III No.120 Medan, Kelurahan Harjosari
1 Kecamatan Medan Amplas

Benar nama tersebut di atas telah melakukan riset di SMP IT Suara Da'I Muda
Langkat untuk mendapatkan keterangan dan data-data yang
dibutuhkan dalam rangka penyusunan skripsi yang berjudul :

The Effect of Word Walls Strategy to Students' Vocabulary Mastery

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Hina, 22 October 2020



Dr. Adenin