**THE INFLUENCE OF USING WORD WALL TOWARDS STUDENTS'
VOCABULARY MASTERY AT UPTD SMP NEGERI 2 TANJUNG TIRAM
ACADEMIC YEAR 2020/2021**

A THESIS

Submitted to Faculty of Tarbiya Science and Teacher Training of State Islamic

University of North Sumatra (UIN-SU) Medan as Partial Fulfillment of the

Requirement for the Degree of Sarjana Pendidikan (S.1) in the English Education

Department

By

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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MEDAN
2020

Nomor   : Istimewa   Medan,   September 2020

Lampiran   : -   Kepada Yth:

Perihal   : Skripsi   Bapak Dekan Fakultas Ilmu
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        a.n. Umi Kalsum Nasution

                                            di-

                                            Medan

Assalamualaikum Wr.Wb

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skirpsi saudari:

Nama   : Umi Kalsum Nasution
NIM   : 0304161011
Jurusan   : Pendidikan Bahasa Inggris
Judul   : The Influence of Using Word Wall towards Students' Vocabulary Mastery at UPTD SMP N 2 Tanjung Tiram Academic Year 2020/2021

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

                                            Medan,   September 2020

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PERNYATAAN KEASLIAN SKRIPSI

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Judul   : The Influence of Using Word Wall towards Students'
Vocabulary Mastery at UPTD SMP N 2 Tanjung Tiram
Academic Year 2020/2021

Menyatakan dengan sepenuhnya bahwa skirpsi yang berjudul di atas adalah asli dari
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sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka
gelar dan ijazah yang diberikan universitas batal saya terima.

Medan,   September 2020

Yang Membuat Pernyataan

Umi Kalsum Nasution

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ABSTRACT

UMI KALSUM NASUTION (O304161011). THE INFLUENCE OF USING WORD WALL TOWARDS STUDENTS' VOCABULARY MASTERY AT UPTD SMP N 2 TANJUNG TIRAM ACADEMIC YEAR 2020/2021.

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatra, Medan, 2019.

The objective of the research is to find out whether there is significant influence of using Word Wall towards Students' Vocabulary Mastery of the seventh grade in UPTD SMP N 2 Tanjung Tiram. The methodology of the research was quantitative research especially a quasi-experimental research. This research population is a student of UPTD SMP N 2 Tanjung Tiram. This research was conducted with two groups, namely experimental group (36 students) and control group (36 students). Then the researcher taught in the experimental class using Word Wall Media and in the control class using Crossword Puzzle Media. After treatment, the researchers gave post-test for both classes. The pre-test and post-test scores were collected from twenty Then the questions were analyzed using SPSS V 20. The results showed that teaching vocabulary using the Media Word Wall is effective. It proved with the t value (5,766) which is higher than the t table at the 5% significance level (2,030). Furthermore, testing the hypothesis shows that sig 2 tailed (p) is 0,000 while alpha (α) 0.05 (0.000 <0.05) means that H_a (Hypothesis Null) is rejected and Hα (Alternative Hypothesis) is accepted. In other words, use Word Wall Media at Vocabulary teaching has a significant effect on students' vocabulary mastery.

Key words: *Word Wall Media, Crossword Puzzle, Vocabulary Mastery*

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بِسْمِ اللّهِ الرَّحْمَنِ الرَّحِيْم

Assalamu'alaikum Wr. Wb.

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The title of this thesis is "**The Influence of Using Word Wall Towards Students' Vocabulary Mastery at UPTD SMP N 2 Tanjung Tiram Academic Year 2020/2021**". This thesis is written to fulfill one of the requirements to obtain bachelor degree (S-1) program at English Education Department of Tarbiyah and Teachers Training Faculty, State Islamic University of North Sumatra Medan.

Writing a thesis is a something miracle for the writer. There are so many difficulties that the writer found during conducting the data. The difficulties in arrange the thesis, find a suitable reference, make a research in hard situation during pandemic of Covid-19, collecting the data, and analyze the data become the things that the writer have to face when arranged this thesis. Therefore, beside of thank to Allah who has given blessing, the writer also would like to thank for all of people

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TABLE OF CONTENT

REFERENCES

APPENDIX

LIST OF TABLES

CHAPTER I

INTRODUCTION

A. Background of Study

Language is crucial since it is one of the main element of communicating with other people around us and connecting with them. It keeps us in touch with other individuals. In certain parts of the world, the most popular language is English, as it is a universal language. In school, English is a significant subject as well. If they want to continue to achieve a higher level of education, it plays a crucial role for them.

Four skills are protecting by English teaching, namely reading, listening, speaking, and writing. There are several language elements that support these four skills. There are several elements of language which support these four abilities; there are structure, vocabulary, pronunciation and spelling. Vocabulary is one of the most significant things to be learned in the languge, and it is the main center of learning a foregn language. Robertson claims that vocabulary is the words that make up the language.[1] In addition, Lado notes that the lexical written called word unit is vocabulary.[2]

In Anggraini, vocabulary is one of the key elements in achieving all four language skill, according to Similarly. In teaching English, teaching vocabulary is a essential activity since vocabulary mastery applied to all language learning and

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[1] Olifia, Teaching through the Odd Word Technique, Universitas Bung Hatta, Padang, 2004. P. 4

[2]. Robert Lado, Language Teaching, Flotte College; New York, 1964, p. 65

concern all or any four language skills such learning, speaking, reading and writing. Learning vocabulary is significant because the student's ability to learn how to write and read English, as well as to proposing their ideas and knowing the subject, vocabulary mastery is decided.[3] In Beverly Weiser, Laflamme claimed that the single most important factor contributing to reading understanding is vocabulary awareness. It is critical component of the language. If the students lack vocabulary, they will habe trouble communicating and transmitting message. It is also difficult for students with limited vocabulary to understand the oral and written language because vocabulary is a central component of learning English.[4]

The vocabulary was the stock of words which were at the disposal of the speaker or writer, according to Stork in Tien Rafida[5]. Vocabulary is in other words, an inventory held by the speaker or authors. Where a students who can learn vocabulary can become a speaker or writer for them.

On the other hand, teaching and learning vocabulary is not easy because the production of vocabulary is about learning words, however, that learning words is not one thing that is done and finished. Learning word is cyclical process of meeting

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

[4] Beverly Weiser, *Effective Vocabulary Instruction for Kindergarten to 12th Grade Students Experiencing Learning Disabilities*, (South Methodist University : 2013) p. 53

[5] 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

certain words over and over again, and how they are used in foreign language.[6] In the meantime, Indonesia students have several problems teaching English as foreign langugae. Many EFL learners find it challenging to enrich their vocabulary in a classroom environment or taught by the teacher. It is only through remembering and memorizing the meaning of words that they are taught. Conventionally, the teaching and learning process was carried out in which the teacher explained and the student listened to the explanation while taking notes. So, their vocabulary is minimal and to learn to new vocabulary, they become bored and even laxy..

Give the significance of vocabulary in learning English and the students' vocabulary mastery; teacher should be able to make the lesson more enjoyable and appealing. In this case, teacher are expected to be more imaginative, not rely on the vocabulary teaching manual. Media as teaching aids are required to support the comprehension of learners and to increase the effectiveness of teacher and students contact in the teaching and learning process. It is also used to stimulate the students' motivation and students' interest to the lesson.

One of the significant aspects in education is aducating the media. Media are both physical instruments capable of providing the research and motivating students to study. In order to enhance or improve the consystency of the teaching process, teaching media are used.[7] Word wall media is one of the media which can be used to teach vocabulary. It is a series of words that are projected on a wall, bulletin board,

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[6] Lynne Cameron, *Teaching Language to Young Learner, (United Kingdom : Cambridge University Press* : 2005), p. 73

[7] Arif S Sadiman et al., Media Pendidikan, (PT. Raja Grafindo, Jakarta, 2008), p. 6

or other show somewhere in the classroom in wide noticeable. In Janis Harmon, Brabham and Villaume argue that the use of interactive word walls has the educational potential to enhance vocabulary learning as students participate in the word wall centered practices while applying word definition in meaningful contexts in which student explore, evaluate, reflect it. Interactive word walls display well-selected words; they help teachers build a foundation for student content vocabulary comprehension.[8]

Many views on the influence of the use of word wall in vocabulary mastering. In Dian Rizky Nurcahayani, according to Green, word wall is intended to be an interactive tool for students or others to use and include the number of terms that can be use to influence the vocabulary of students.[9] Relevant to Siska Nuzulina, in her study of the influence of the word wall on students' vocabulary at MTs, it notes that when used optimally, the word wall helps students learn Independently. It also assist learners, including teaching, reading and speaking, in learning activities. In addition, it makes the classroom atmosphere more interesting. The result shows that word wall will improve students' vocabulary mastery of junior high school level.[10]

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[8] Janis Harmon et al, *Interactive Word Walls: more than hsut reading thr 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

[9]. Dian Rizki Nurcahayani, *The Effectiveness of Using Word Wall Media towards Students Vocabulary Mastery of Eight Grade in MTs Negeri Bandung*. (State Islamic Institude of Tulungagung, 2006), p 3

[10]. Siska Nuzulina, *The Influence of Using Word Wall toward Students' Vocabulary Mastery at MTs Al-Furqan Dumai*. (State Islamic University Of Sultan Syarif Kasim Riau, 2011), p 1

To ensure that students do not feel bored and they become interested in the classroom, word wall media is an approriate media. To produce a word wall, it can easily be integrated into teaching and learning activities. As they are implemented, Key terms and/ or terminologies relevant to the lesson or unit of the study can be applied progressively. When learners use the word walls they become more aware of terms and meaning, it also allow learners in the world to become aware of vocabulary around them. In learning English, the use of word wall media has special contribution in to making the students involve and the class more lively. The media of word walls helps to monitor the attention of the students to concentrate on the words shown on the wall.

Previous research confirms the argument above. As contained in Shallyntang Ditya Pradikasari, Zakiyah Tasnim, and I Putu Sukmaantara research entitled "The Effect of Using Word wall on the Eight Grade Students' Vocabulary Achievement at SMPN 1 Jember in 2015/2016 Academic Year". The research explained that the use of word wall was an efficient means of media vocabulary teaching. And the method used in this study is also the same as the method I will use even though the object of the research is different.[11]

Beside, in Ridho Istantos's journal, researcher who also investigated the equal thing is entitled "Improving Students' Vocabulary Mastery Trough Word Wall". He concludes that the word wall can be used to improve the students' vocabulary

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[11]. Shallyntang Ditya Pradikasari, Zakiyah Tasnim, and I Putu Sukmaantara, *The Effect of Using Word wall on the Eight Grade Students' Vocabulary Achievement at SMPN 1 Jember in 2015/2016 Academic Year*, (article 2016), p.89

mastery[12]. And then word wall can also boost the ability of the students to use noun and verb form. This research uses quantitative but I use experimental technique.

Moreover, information from some of the English teachers at UPTD SMP N 2 Tanjung Tiram justifies the fact that there are many UPTD SMP N 2 Tanjung Tiram English students who still have difficulties and problems in mastering their vocabulary. It can be seen from phenomena such as; (1) Some of the students know the vocabulary, but they do not know how to use it properly, (2) Because they are not interested in mastering vocabulary make the students have lack of vocabulary, (3). The educator just advises the students to remember the vocabulary, but they never describe vocabulary to students explicitly, (4) Most of the students are not interested in learning the vocabulary because the educator rarely inspired and motivates the students to mastering the vocabulary.

The writer is interested in researching the problem entitled: **The Influence of Using Word Wall Media toward Students' Vocabulary Mastery at UPTD SMP N 2 Tanjung Tiram.** Based on the phenomena described by the writers above and considering how important the vocabulary is to be mastered by students.

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[12]. Ridho Istianto, *Improving Students' Vocabulary Mastery Trough Word Wall*, (Lampung University, 2013),

B. Identification of Study

Based on the background of study, the problem can be identified as follows :

a. The students know the vocabulary, but they do not know how to use it properly

b. Because they are not interested in mastering vocabulary make the students have lack of vocabulary

c. The educator just advises the students to remember the vocabulary, but they never describe vocabulary to students explicitly

Most of the students are not interested in learning the vocabulary because the educator rarely inspired and motivates the students to mastering the vocabulary.

C. Limitation of Study

Considering the limitation of the writer in term of knowledge, time, and finance it is necessary for the writer focus on her research in the influence of using word wall towards students' vocabulary mastery at the UPTD SMP N 2 Tanjung Tiram Academic year 2020/2021.

D. Formulating of Problem

Based on the limitation of study above, the researcher formulated the problem as follow: "Is there any significant influence of using word wall media towards students' vocabulary mastery at the UPTD SMP N 2 Tanjung Tiram?"

E. Objective of Study

Based on the formulation of study, the objective of this study is :"To find out the significant influence of using Word Wall Media towards students' vocabulary mastery at the UPTD SMP N 2 Tanjung Tiram?"

F. Significant of study

This study is expected to be useful for:

a. For students

For the students, this research is expected to be able to increase motivation in adding vocabulary through word wall media.

b. For educators

For the educators, it offers some knowledge on learning challenges for students and the methodology of teaching and overcoming the problem in vocabulary teaching.

c. The other researcher

Hopefully, by using word wall media, it will assist the other researchers who want to prefom research on the vocabulary mastery.

CHAPTER II

THEORITICAL REVIEW

A. The Theoritical Framework

1. Vocabulary Mastery

Vocabulary mastery is competence to know words and meaning. The students additionally expected to know the words meaning. During this study are going to be explaining below:

a. Mastery

There are several definition of mastery. Based on Butterfield's opinion[13], in a subject that makes ones master it well, mastery implies skills or expertise. Furthermore, philosophically, the master of learning method is focused on the design of classroom environments, which is currently controversial in the educational research and community development. So, mastery is relates to ability, skill knowledge, proficiency, understanding capacity.

According to Longman[14], mastery is complete management or power over someone or one thing through understanding or great skill. Knowledge is very important thing to the students to urge additional information and minimalist misunderstanding.

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[13] J Butterfield, *Collin English Dictionary Plus Good Writing Guide*, (Great Britain: Harper Collins Publishers, 2007), p,56

[14] Longman, Advanced American Dictionary New Edition , (England: Pearson Education Limited, 2007), p, 984

Based on the above description, it is inferred that mastery is the awareness and capacity that students have to master vocabulary.

b. Vocabulary

There are several vocabulary meaning. Consistent with Thornbury[15], nothing is expressed without vocabulary. It is the sense that in conversation, there is no concept of importance that can be passed to another without vocabulary. This encourages students to comprehend contact messages. Students can quickly learn English by mastering words. Allah has given us the opportunity to express vocabulary words by doing anything. In the 31- 33th verse of the Al-Qur'an surah Al-Baqarah, He says the word:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰئِكَةِ فَقَالَ أَنۢبِـُٔونِي بِأَسْمَاءِ هَٰٓؤُلَاءِ إِن كُنتُمْ

صَٰدِقِينَ(31) قَالُوا۟ سُبْحَٰنَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَآ إِنَّكَ أَنتَ ٱلْعَلِيمُ ٱلْحَكِيمُ(32) قَالَ يَٰٓـَٔادَمُ أَنۢبِئْهُم

بِأَسْمَآئِهِمْ فَلَمَّآ أَنۢبَأَ هُم بِأَسْمَآئِهِمْ قَالَ أَلَمْ أَقُل لَّكُمْ إِنِّي أَعْلَمُ غَيْبَ ٱلسَّمَٰوَٰتِ وَٱلْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ

وَمَا كُنتُمْ تَكْتُمُونَ(33) .

"And Allah said to Adam the names (things) in its entirety, then revealed it to the Angels who then said, "Say to Me the names of the different objects if you are

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[15] Scott Thornbury, *How to Teach Vocabulary*, (Edinburgh: Pearson Education Limited, 2002), p, 13

indeed the righteous (31). They said: Glory to the: of knowledge we have none, save what thou has taught us: in truth it is thou art perfect in knowledge and wisdom (32). He said, "O Adam! Tell to them the names. When we had told them, Allah said: "Did I tell you that I know the secrets of the heaven and earth, and I know what ye reveal and what ye conceal?(33)"[16]

Centered on the verse above, it explains the teaching process first provided to Prophet Adam by Allah Almighty for the educational process. This implies that from the first time humans were created, education was exemplified by the Almighty. So first verse indicates, at least, the people were founded in a state of not knowing nothing (not knowledgeable). Learning vocabulary can be seen from the process teaching as Allah taught the names of all of them to Adam. Education is therefore a mechanism that must occur in human life. To summon words from the names of things, Allah SWT has prepared humans. The truth if they know the names of things humans will interact well.

According to Linse[17], "vocabulary is a collection of words that a person knows". One words that is easy to show is a noun. It is interesting to emphasize that vocabulary is more than just nouns, while nouns are significant. As an educator, as part of your vocabulary curriculum, it is important to include verbs, adjectives, adverbs, and preposition.

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[16]. Departemen Agama RI, Al-Qur'an dan Terjemahnya, (Jakarta : Sygma, 2005), p. 6

[17] Caroline T Linse, *Practical Language Teaching : Young Learners* (New York: McGraw-Hill, 2005), p, 121

In addition, vocabulary is a list or collection of terms for a specific language or a set of words that may be use by individual language speaker, according to Hatch and Brown[18],. It means that, one of the basic components of language to communicate is vocabulary.

On the basis above explanation, it is inferred that vocabulary is set of terms in English vocabulary that students have.

c. **The Nature of Vocabulary**

One of the significant elements in mastering a second language is vocabulary.[19] Because vocabulary is total number of words in language.[20] Furthermore, River has also give his opinion for successful second language use is the acquisition of an adequate vocabulary. Therefore, without an adequate vocabulary, we will not be able to use the structure and function we may have studied for understandable communication.

In conclusion, in order communication to run well it must use appropriate vocabulary or words. Therefore, people should learn vocabulary first before acquiring other language skill, such as listening, speaking, reading and writing.

For that, to compose a sentence requires some word included in the vocabulary because the vocabulary is a list or collection of words arranged in

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[18] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic and Language Education,* (Cambridge : Cambridge University Press, 2001), p, 1

[19] David Nunan, *Language Teaching Methodology,* Prentice Hall International UK Ltd, 1991, p. 118

[20] Martin H Manser, Oxford Leraner's Pocket Dictionary, New York, 1995, p. 461

alphabetical order and explained. The words can be nouns that are usually used as subjects or objects, verbs or are usually used as predicates in sentences, adverbs, etc.

The sentence canh be classified based on to the function of each word in the subject - the predicate relationship - every functions is classified as a dissimilar section of the utterance. As follows:

1) Noun

   This noun is class of words that are intended to express something. This is one of the significant parts of the speech. This is a verb arrangement that helps form the core sentences that are important for each complete sentence. That can be the name of a individual, area, object or idea. Example: This is a pen.

2) Verbs

   It is a term that conveys an action or help to create a statement.

   Example: Mr. Dadang teaches mathematics

3) Adjective

   This is the word used to fulfill the requirements of nouns or pronouns. Example: Mr. Kiko is clever

4) Adverb

   This is a word used to qualify the meaning of verbs, adjectives, or other adverbs. Example: Mrs. dayah teaches in class

5) Conjunction

   This is the word used to connect one word to another, or one sentence with another.

Example: I have to call him before I go.

6) Pronoun

It is a word that can replace a noun.

Example: They are my lecturers

7) Interjection

These are words that are put into sentences to express sudden thoughts or emotions.

Example: Oh my god, I can't believe it's real.

d. Presenting Vocabulary

In learning process, learners should master vocabulary. To increase students' vocabulary, teacher teaches vocabulary within the classroom. Any several steps in instruct and developing vocabulary to students:

1) Provide words that are written clearly on paper or write on the board.

2) Speak a word for the students; make sure that they see the word as it is spoken.

3) Instruct students to pronounce the word, again making sure that the student sees the word as it is spoken.

4) Elucidate the significance of the word and provide the word in writing.

Frequently, the teacher can ought to explain the which means of a word or short phrase. The teachers' aim here are to elucidate the new words as quickly and as with efficiency as doable and following 'aids' will facilitate to try to this.

1) Realia

This is the word we utilizes in conformity with allude in accordance with the use regarding actual object in the class. Thus the words 'pen', 'ruler', 'book', etc. can be simple explained if by denote students a pen or a book or a ruler, etc.

2) Pictures

Clear Pictures are very obligatory for the language teacher because they can be used in so many ways. What is meant by pictures are blackboard drawings, wall pictures, chart, flashcard, and any other visual reprentation. Pictures can be used to explain the meaning of vocabulary items too.

3) Mime, action and gesture

Often explaining the meaning of words and grammar either through the use of realia or in pictures is ineffective. By actions, in particular, may be better described by mime. Gesture is helpful for elucidate words like 'to', 'from',etc. or denote that the past is being talkied about (the teacher gestures backwards over his shoulder).

4) Contrast

Occasionally, a visual element (e.g. realia, picture, mime, etc.) may not be enough to elucidate meaning and contrast can be used. Thus the meaning of '*full*' is easier to understand in the context of '*empty*', '*big*' in the context of *'small'* etc.

5) Enumeration

The word '*vegetable*' is a tough word to explain visually. However, if the teacher quickly lists (or enumarates) a number of vegetables the meaning will become clear.

6) Explanation

Explaining the that means of vocabulary objects can be extremely tough simply as grammatical explanation, especially at essential stages. It is going to be critical, if giving such explainations, to make certain that the explaination consist of approximately while the item may be used.

7) Translation

Over the years translation went out of favor and become considered as some thing of a sin. Surely if the teachers are continually translating this will obstruct students' gaining knowledge of seeing that they want to pay attention and use the goal language, no longer their own. Translation, then, appears a beneficial measure if used spatingly however it need to be used with warning.[21]

2. The Nature of Word Wall

Word wall is a list of terms/words that are related in a few ways to each other. Word wall are used as a guide to educate a language idea. Regularly, they are displayed in big letters at the wall and utilized in joint magnificent exercises;

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[21] Jeremy Harmer, *The Practice of English Language Teaching,* (Longman Group Ltd, New York, 1985), p.85

however, the list of word wall revealed in smaller words may be used for various teaching supporting activities. Gursky said the word wall is a systematically arranged array of words on a wall or other large display in the classroom in large letters. In today's schools, word wall has become a popular method to teach literacy strategies. On a wall or bulletin board, the educator shows selected words and uses them as the concept of word recognition analysis. They become a kind of visual scaffolding that gives learners a guide to words they want for sports of literacy and helps them make the transition to extra unbiased reading and writing.

3. Students' Vocabulary Mastery

It is difficult to use language without vocabulary, because in languages learning vocabulary is very significant. With words, all language skills are needed. students hear the words in listening; they say words in speaking ; they face words in reading; they use words in writing; and they ideally practice the pronunciation of sounds in word pronunciation, and then it is unusual to practice sounds independently of words. Learning becomes more meaningful, communicative, and of course, more effective than otherwise, if students understand the words from which the sounds are taught.

There are many materials in learned vocabulary, such as word family, word groups, synonyms, antonyms, in relation to vocabulary, that can help students deepen their understanding in vocabulary.

a. Word Family

Word family is a word that is built by adding a prefix and a suffix to a root word. In the word family, we discuss affixes. There are two affixes. They are prefixes and suffixes. The following is an explanation and examples of both.

1) Prefix

Prefix is a syllable added at the beginning of words to change its meaning. The prefix words are un-, in-, dis-, mis-, re-, pre-, etc. The un- and in- prefixes are the most common negative prefixes which both mean no. Prefix mis-, means wrong, pre-, means before, repeated, again, etc. Examples of prefix words are:

Table 2.1 Example of Prefix

Words	Added prefix	Meaning
Effective	Ineffective	not affective
Able	Unable	not able
Undestand	Misunderstand	not understand
create	Recreate	Create again
Build	Rebuild	build again

For example in sentence:

Taking medicine is an effective way to cure fever (without Prefix)

Gargling is ineffective at removing dirt between your teeth. (adding by Prefix in-)

From this example, it can be seen that both have the same meaning, but the distinction is only in the word "effective". In the first sentence, the word "effective" does not apply the prefix but is used to + not express negative meaning. While in the second sentence, the word "affective" is added by the prefix to showing negative meanings too, the word became "ineffective".

2) Suffix

Suffix could be a linguistic unit another on the tip of a word to differ the meaning or part of the speech. The suffix words are -ment, -ion, -ness, -less, -er / -or, -ist, etc. Suffix -ment, -er / -or, and -ist are converted to verbs into nouns. Examples are act (verb) adding suffix or being an actor (noun), etc. While suffixness is used to change the form of adjectives into nouns. An example is weak (adj) adding the suffix -ness to weakness (noun). Whereas suffix -less means without. Examples of suffix words are:

Table 2.2 Example of Suffix

Word	Added Suffix
Argue	Argument
Soft	Softly
Hope	Hopeless
Music	Musical
Paint	Painting

For example in the sentence:

I run faster than David. (As a verb)

He is good a good runner. (As a noun)

We can see from this case that both have variations in word group. The word run without adding a suffix is in the first sentence and class words are verbs. What the noun is about is defined. Whereas the word play is incorporated with the suffix in the second sentence. So, the word class changes from the verb (to run) to the noun (runner). It shows nouns in sentences.

b. Synonyms and Antonyms

Vocabulary learning, which means we learn concerning meaning. Many words sometimes have more than one meaning in English. So, there are many different terms, but they have the same meaning named synonyms. But also we have to know the dissimilar definition of the word named antonym, apart from being similar. We need to look the context in order to be suitable when using synonym.

1). Synonyms

Words that have a common meaning are synonym. For example, old, ancient, antique, old are all synonymous because they have the same meaning that is not young / new. However, there the similarity ends. Synonyms are similar, but rarely the same. In certain context, even between words which seem to be exchangeable, such as

taxi and cab or eggplant, one will be selected over the other and by specific speakers. For instance:

Table 2.3 Example of Synonym

Words	Synonysm
All	Every
Alike	Same
Aim	Goal

For example in sentence:

The boys played video games all day.

I enjoyed every minute of the film.

   From the instance, we are able to see that the usage of all, and each, in the sentence have specifically stated or synonyms, but can be utilized in distinctive perspective. In fact, Use could be used to describe things, while use can be used to identify things that would be used in the body.

2). Antonym

Words that have the reverse meaning of another word are antonym. For instance old and new. It is named antonym, because the old antonym is new. The relationship between such reverse is not usually black and white (to apply two antonyms) like synonyms, and the very concept of oppositeness is hard. The old woman replacement is a young woman, but a new record is the reverse of an old record, not a young record. So,

it is able to be concluded that the defining feature of both synonyms and antonyms is useful and it depends on context.

For instance:

2.4.Example of Antonym

Words	Antonym
Hard	Easy
Old	Young
New	Old

The instance in sentence:

Mr. Dadang is a young man.

He is an old man.

Budi has two old bikes.

Budi has two new bikes.

   For istance, we could compare the first example with the second example. While both phrases use an old word, the antonym is distinct. The antonym of old, for the first time is young because it represents age. While the reverse sense of old is new for the second example, since it describes the condition of the car. The writer should then conclude that if we use both antonym and synonym, a sentence oe text must be relevant to the context.

4. The Factors Influencing Students' Vocabulary Mastery

For successful listening, speaking, writing and reading, a strong vocabulary is important. By learning powerful vocabulary, the learners completely wish to accomplish the components. An expand vocabulary can include reliable and precise terms to students in which this can only foster the understanding essential to successful communication. The progress of language learning is inseparable of mastering vocabulary.

There are many factors that affected vocabulary mastery achievement. There are:

a. Attitude of students toward words

A strong interest in the word and how the word is used is demonstrated by students who learn broad and detailed vocabulary.[22]

b. The significant of wide reading

The wide reading will stress the mastery of vocabulary as learners benefit by reading much of the vocabulary. Reading is the best source of vocabulary for development.[23] Whenever you read, throw down any word you do not understand fully, so that you can learn the meaning and then memorize your vocabulary forever.

c. The role of teacher

The teacher offers valuable guidance that will help students learn those terms, enhance awareness of the choice from which the words are derived, and show students the importance that the teacher puts in words.

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[22] FM Grave, et al, *Teaching Reading in the 21st Century*,(A Pearson Education Company, 2001), p. 29

[23] Robert Lado, Op. Cit., p. 129

According to Grave, teachers often encourage activities leading to word knowledge because it is only possible build and enrich vocabulary if students are interested in words, appreciate them and find them and find them intriguing.[24]

d. Dictionary Aid

Dictionary is also one of the factors driving vocabulary mastery because it can provide valuable words knowledge.

5. The Influence of Using Word Wall Toward Students' Vocabulary Mastery

The word wall methods were originally designed to challenge the development of vocabulary learning skills and the internalization of new vocabulary by increasing achievement of students as well as unwilling first language learners (in elementary and secondary classroom). Using a selection of wall panels filled with those words, each with a different background color that respond to a different curricular objective example phonic feature, classes of word form, grammatical types, or spelling system, etc. Words accompanied the students. A lexical item selected from the vocal list corresponding to high frequency readers is included in each panel. By using the word wall media, the repetition make it possible, and the ability for students to see, touch, hearsay and write the words will improve the accomplishment of English.

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[24] FM Grave, et al, Op. Cit., p. 205

For foreign language learners, the value of vocabulary allows teachers solidify their dedication to developing vocabulary. As originally conceived and in different adapted renditions, the word wall approaches allow learner to improve their vocabularies and vocabulary learning strategies. In all cases, the simplicity of the media makes it appealing the word wall for a teacher in an educational setting; it will help students develop their vocabulary, in this way, their language knowledge and ability to work in the target language are strengthened.

There are seven of guidelines that helped teachers become more successful in using the word wall they are:

a. There are three requirement used to be generating before words are posted on the word wall: the word wall entries must be beneficial to the students, useable by students, and commonly used by native speaker. Posting words that students must understand in order to understand a reading. An effective word walls strategy is a chart or graph, a video, a lecture, a bulletin board display, or a guess speaker.

b. At any given time, teacher should decide how many words they would like to the word wall and on the cause of a phrase.

c. The choice of word wall does not need to be limited to single word.

d. Word wall objects should be dynamically arranged on the word wall rather than in simple, organized rows.

e. "When it is a routine and predictable part of classroom activities", the word wall is more successful.

f. For classroom usage, a range of instructional activities that recycle and review word wall objects should be identified.

g. Educators must determine how to incorporate the word wall definition based on the age, maturity, and language skills of the students. [25]

In teaching vocabulary, we can get many benefits with the use of word wall. Word wall helps students to identify and spell words high frequency; seeing patterns and word based relationship create phonemic awareness skills and apply phonics rules. In reading and writing activities, word wall also offer guide to assist. When they use the word wall in every activity, students learn to be autonomous.

The benefits of using word wall to teach vocabulary:

a. To encourage the teaching of basic general concepts regarding words and how they work.

b. To encourage reading and writing.

c. To encourage independence on the part of young learners when they work in writing and reading with words.

d.   To have a visual map to help students remember the relationship that makes them shape categories between words and features.

e. To build a growing words center that is part of the reading and writing of the vocabulary.

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[25] Kevin et al. *The Word Wall Approach: Promoting L2 Vocabulary Learning*.(2000.) p, 5 Accessed February 24, 2020 at 11.15 from http://eca.state.gov/forum/vols/vol38/no3/p2.htm

f. Providing students references during reading and writing

Two benefits of this were also listed by Kathy Gursky:

a. The word wall will attract the attention of learners to vocabulary mastery.

b. The word wall operations can make the classroom atmosphere seem more meaningful.[26]

B. The Crozzword Pazzle

The Crossword puzzle encourages learners to master fundamental terms. It is supported by William who notes that learning is enjoyable and motivational using educational games such as crossword puzzles, word search puzzles, updated television game shows, or board and card games for commercial purposes.[27]

The crossword puzzle is described by Njoroge, Ndung'u and Ganthigia as a game that makes the teaching-learning process plesant and interesting, and also gives learners a great opportunity to practice and repeat the pattern and vocabulary of the expression.[28] In this situation, the environment of the teaching method of learning would be more interesting. In addition, this game is perfect for improving the vocabulary mastery of students depending on the context and they can use the terms correctly with proper spelling and sentence pattern.

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[26] K. Gursky, Loc.Cit

[27] D. William,(2007). A unique review strategy that motivates students learning.Students motivation. Vol (2), 64-69.

[28] 0Njoroge, M.C., Ndung'u, R.W., and Gathigia, International Journal of Current Research Vol. 5(2), 313- 321: The Use of Crossword Puzzles as a Vocabulary Learning Strategy: A Case of English as a Second Language in Kenyan Secondary Schools, (Nairobi, Resources for Education, 2013), p.1

In addition, Bressan says that among other things, crossword puzzles boost construction, orthography and build and the test knowledge of morphology of the student.[29] The Crossword puzzle has its shape filled by the learners to be, and teaching vocabulary is very successful. Besides, there is normally a hint to assist the learners guess what word it is, so the comprehension of the learners as well as their mastery of vocabulary can improve. Finally, the morphology included in the learners knowledge of vocabulary also be broad.

On the basis of the above explanation, it can be concluded that crossword puzzle is a words guessed game fitted into a diagram that is successful as a method teaching vocabulary, description spelling and pairing key concepts with relevant names, resulting in increased retention and memorization of facts that makes the teaching-learning process amusing and attractive, as well as providing lot of opportunity for students.

In the case of this analysis, when used in the experimental class word wall was used, in teaching vocabulary in control class the crossword puzzle was used.

C. The Relevant Research

Syafii claimed that it is important to observe similar research by a previous researcher performed by another researcher, which is relevant to our research itself. In addition, we need to examine the emphasis on what the point was, inform the designs, locate and conclude the previous study.

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[29] *Ibid*, p. 315

This study was entitled the influence of the using of word wall toward students' vocabulary mastery at UPTD SMP N 2 Tanjung Tiram. There are several previous studies those are important to the work of the research. Here, the writer will provide a snapshot of the profile of the related researches. In this case, the writer talks little about those studies. In Wanda Lestari on her research entitled," Improving Students' Vocabulary Matery by Using Text Twist Game at Private Islamic Junior High School Al- Hijrah 2 Lau Dendang Academic Year 2016/2017", mentioned that the text twist game could encourage students to learn English more enthusiastically, particularly in English Vocabulary. [30]

In addition, a variety of other researchers had researcher equal to study of the writer. "The Effectiveness of Using Information-Gap Tasks (IGT) Toward the Vocabulary Mastery of the Second Grade Students at SMAN Campurdarat" was researched by Weni Nur Maghfiroh. She concluded that it is productive to use the imformation-gap challenge to boost the vocabulary mastery of students.[31]

In this section, the writer addresses some previous research on teaching vocabulary to improve the mastery of vocabulary of students. Before, by using picture, Tect Twist Game, IGT and the result was successful, the other writer had researched the technique or method of teaching vocabulary. In this study, the writer is interested in using word wall to analyze teaching vocabulary.

[30] Wanda Lestari, *Improving Students' Vocabulary Matery by Using Text Twist Game at Private Islamic Junior High School Al- Hijrah 2 Lau Dendang Academic Year 2016/2017*, (UINSU, Medan, 2017)

[31] Weni Nur Maghfiroh, The Effectiveness of Using Information-Gap Tasks (IGT) Toward the Vocabulary Mastery of the Second Grade Students at SMAN Campurdarat (Islamic State Institution of Tulungagung, 2018)

D. Conceptual Framework

Vocabulary is a language component that contains information about its meaning and uses it in language. It can be said that vocabulary is part of language which makes language meaningful. The more vocabulary students get, the more students are skilled in language.

To improve students' vocabulary, teachers are advised to use good teaching techniques, especially in presenting words using the media. Good teaching media is media that can make students interested in the lesson. the media can offer a variety of interesting activities, which students might explore a lot like the fun learning aspects. Therefore, the media is a suitable aid to be applied in class activities.

Based on the above theory, researchers use two different media by using the word wall and also crossword pazzle. Both of these media can be used to teach vocabulary. But the procedure is different. Word wall is a series of organized printed words that are hung on the wall of the classroom in order to be a means of learning (visual one) and to be displayed during vocabulary class. And crossword puzzle is a words-guessed game fitted into a diagram that is efficienct as a vocabulary, meaning spelling teaching tool and pairing key terms with similar names, resulting in greater retention and memorization of facts.

So, researchers assume that teaching vocabulary by using Word Wall will increase students' vocabulary mastery; because of this media there are a lot of vocabularies that appear. Students can capture words from a given flash card, which

remains long and creates several other abilities. This media challenges students abilities; it makes students enthusiastic in following the lessons. So, life class situation, far from boredom and laziness. And then, Word wall is one of the most fascinating basic visual media. It is very reasonable and advantageous for the teacher with restricted facilities, prices, and times to make media to support him/her.

E. Assumption and Hypothesis

1. Assumption

The writer would like to present some assumptions before formulating the hypothesis as temporary to the problem addressed:

   a. The use of using word wall to teach vocabulary inspired students to master vocabulary.

   b. The use of word wall in teaching vocabulary will stimulate theinterest of the students.

2. Hypothesis

Ha: There is a significant different on students' vocabulary mastery between experiment and control class.

Ho: There is no significant different on students' vocabulary mastery between experiment and control class.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time of Research

This research will be conducted on August 2020/2021 academic year. Students in the sevent grade of UPTD SMP N 2 Tanjung Tiram are the focus of this study. This place is chooses by the author, because English echievement is not so good, especially in teaching material in this school. The researcher hopes this media especially in vocabulary mastery can can improve their English achievement.

B. Research Design

The research is quantitative research that usesexperimental design. It means two groups are used to collect the data. They were experimental and control class. The category obtaining treatment via word wall media was the experimental class. The experimental study was carried out by applying two randomized classes, pre-test and post-test design, while the group receiving treatment using Crossword Puzzle was the control class.

Table. 3.1

Research Design

Group	Pre-test	Treatment	Post-test
Experimental	X1	√	X2
Control	Y1	-	Y2

Where:

X1   : Pre-test of experimental class

Y1   : Pre-test of control class

X2   : Post-test of experimental class

Y2   : Post-test of control class

√   : Teaching vocabulary by using word wall media

_   : Teaching vocabulary by using crossword pazzle media

C. Population and Sample and Sampling Technique

1. Population

Population is a field of generalization consisting of: objects/subjects with certain and features to be learned and then inferred by the researcher. Therefore, the population was all of students at UPTD SMP N 2 Tanjung Tiram.

2. Sample

Sampel is part of the population's number and characteristics. The sample used for this research consist of two classes, namely:

a. Experimental class, is group of students who use word wall media to learn English vocabulary.

b. Control class, is the group of students who use crossword pazzle media to learn English vocabulary.

Table. 3.2

The Distribution of Population and Sample

No,	Class	Population	Sample
1	VII A (experiment)	36	36
2	VII B (Control)	36	36
		72	72

Since the population is not too large in this situation, so, the researcher would take them all. The researcher would like to use the technique saturation or census sampling. Sampling is a way of deciding the sample when it is used as a sample by all representatives of the population, according to Sugiyono. This is also accomplished when the population is comparatively small. The other sample of the word census is where all representative of the population will be sampled.[32]

D. Instrument of Data Collecting

The researcher utulized the test in the data collecting. The collection of data is handled by two source of collected data, there are:

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[32] Sugiyono, Metode Penelitian Bisnis, (Bandung: Alfabeta, 2001) p,388

a. Pre-test (initial test)

A primary test is performed before the learning activity to assess the level of initial skill of the learners in the experimental class and control class.

b. Post-test (Final tes)

Using word wall and control class with crossword puzzle media,the experimental class is added after the relevant treatment, in the experimental class and control class,   it is posttest to know the students learning performance.

E. Validity and Reliability

In collecting the data, there are two important criteria can be used for examining the instruments quality. The two important criteria should be always considered with respect to a given research design which is named validity and reliability. According to Brown, "Validity is the degree to which all the proof for the proposed explanation leads to the predicted interpretation of test results".[33] Thus, it is very important that the data and instruments should be validated. Then, according to Heale and Twycross, "reliability is related to consistency of measure". A

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[33] H. Douglas Brown, (2004), Teaching by Principles an Interactive Approach to Language Pedagogy. Longman. p 159

participants completes an instrument intended to measure the motivation must have a response approximately each time the test is complete.[34]

In this research, the researcher used content validity and homogenity as reliability. Content validity is the extend to which e research instrument accurately measure all aspect of the construct. It means that research instrument measure all the content of a construct. In this research, the subject was class VII A and VII B of UPTD SMP N 2 Tanjung Tiram, so the research used research instrument related to the material of seventh class especially vocabulary about "this is my world" consist of thins around them.

F. Technique of Analysis Data

In this analysis, the multiple choice test is used to collect data as a guide. It is pre-test. The vocabularies were taken from the writer for this examination. The test administrating procedures are broken down into; pre-test, treatment, and post-test. There were 10 multiple choice. In scoring, the correct answer was calculated range from 0-100 by accounting.

After all students' scores were obtained, a statistical software SPSS (Statistical Package for the social science) version 20 was used for descriptive analysis of this research. The researches would analyze the data through descriptive

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[34]Roberta Heale and Alison Twycross, (2015) Validity and Reliability in Quantitative Studies,*Evid Based Nurs,* p. 66 – 67.

analysis, normality test, paired sample t test, homogeneity test and independent sample t test.

1. **Descriptive Analysis**

In this discussion, a descriptive analysis will be carried out which gives general overview of the amount of data, maximum, minimum, average, and standard deviation. The steps in conducting descriptive analysis are as follows:

1. Open SPSS version 20

2. Click "variable view"

3. Click "data view" and input the score base on the variables

4. Click "analyze", select descriptive statistic, then descriptive

5. Enter all variables in the variable box

6. Click "ok" it will appear the result of the descriptive analysis.

2. **The Normality Test**

The normality test has significance because the normal distribution was composed of data variable analysis. The data was considered normal if the test score greater than 0.05. The writer used SPSS to account for the normality test, with measures as follows:[35]

1. Open SPSS program,

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[35] Andrew Garth, (2008), Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It), Sheffield: Sheffield Hallam University, p. 73

2. Input the data in data view

3. Click *Analyze* from the top menu. Choose descriptive statistics and click explore and tick Normality plot with tests.

4. Click Continue then click OK

5. The test results are displayed in the output window.

3. Paired Sample T-Test

The paired sample t-test is intended to assess if there is an average difference between the paired pair classes (related). A sample that has two different treatments is the argument here.[36] In this study, paired sample T-Test aims to determine whether there is an average difference between the pre-test and post-test values. The measure in the implementation of paired sample t-test as follows:

1. Open SPSS Program

2. Input the data in "data view"

3. Click "analyze" >> compare means >> Paired sample T-test

4. Enter the variable t-test on variable 1 and post-test on variable 2

5. Click "ok"

6. Based on the significance

    -   H_o accepted if significance $> 0,05$

    -   H_o rejected if significance $< 0,05$

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[36] Duwi, Prayitno. (2010). Paham Analisa Staistik Data dengan SPSS. Yogyakarta: MediaKom p 71

7. Based on t score

- Ho accepted if $-t_t \leq t_o \leq t_t$

- Ho rejected if $-t_o < -t_t$ or $t_t > t$

4. The Homogenity Test

The meaning of the homogeneity test is the data comparison of a type of information between the proportion of homogeneous data. The significant level of the test is more than 0.05 to get the homogeneous results. In this analysis, the homogeneity test used was SPSS, with the following steps:[37]

1. Open SPSS program

2. Input the data in data views

3. Click *Analyze* in the top of the menu, choose *Descriptive statistic* and click *explore*

4. Fill in the dependent list with student learning outcomes and fill in the factor list with class. Click plots and checklist power estimation

5. Clicks continue and then *OK*.

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[37] *Op.Cit.*,71-72

5. Independent Sample T-test

They were analyzed using SPSS 20 after the data was obtained from the experiments. If the data from experiments showed that they were both homogeneous and normal, hypothesis testing could be performed. The t-test is used to see if in analysis there is a difference between two variables. The t-test was performed in SPSS 20 using the Independent-Samples t-test. To analyze the data, here are the steps:[38]

1. Open SPSS 20 program.
2. Click Variable View, type the name such as class and score, and in the Values, the name of the class is differentiated into two kinds; experimental is 1 and controlled is 2
3. Click Data View, insert the data
4. Click Analyze, choose Compare Means and click Independent-Samples T-test.
5. Move the score into the column of Test Variable(s), and move the class into Grouping Variable. Define group as the number exactly like the number that has been typed in Values. Clicks continue and OK.

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[38] *Ibid*, 45-46

G. Research Procedure

1. **Pre-test**

Two groups are specifically selected at the same level of expertise before administering the care. A Pre-test performed to assess the homogenity of the sample. It was used to assess if in vocabulary, the two classes are reasonably equal. So, from the average score of each group, homogeneity is shown.

2. **Treatment**

The treatment after the pre-test is administrated. The VII-A is xperimental class and the VII-B is control class. The experimental class teachs with word wall media, while the educator describe the materials in the control class with the crossword puzzle, both experimental and control class is teaching with the same material.

3. **Post-Test**

After the treatment done, a post-test will be provided by both the experimental and control group. The Post-test will be performed to see the eficiency of the score based on treatment. The post test uses the same test and the same difficult with the pretest.

H. Statistical Hypothesis

In order to know the outcome of the sample observation, statistical hypothesis will bw applied. It can be constraction as follows:

$H_0 : \mu x = \mu y$

$H_a : \mu x \geq \mu y$

Where :

H_0 : Null hypothesis

Ha   : Alternatif hypothesis

μx : the mean scoμre of students' teach by using word wall technique

μy : the mean score of students' teach by using conventional method

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

The research data were obtained from the test results of both class, experimental class (VIII-A) and control class (VIII-B). The experimental class and the control class were taught differently. In experimental class, students are taught using the Word Wall media, whereas in the control class, students were taught using Crossword Puzzle media. To see the influence of the students' vocabulary mastery taught using Word Wall media and Crossword Puzzle media, the data needed to be collected. That Data were collected from the results of the post-test conducted at the end of the research.

1. Data of Experimental Class (VII-A)

Table 4.1

Score of Pre-test and Post-test of Experimental Class

No	Initial Students	Score pre test	Score post test
1	AL	30	75
2	AR	45	85
3	AH	50	90
4	BL	25	70
5	DS	35	85
6	ES	40	75
7	ER	35	70
8	HM	40	75
9	IL	60	100
10	IF	45	80
11	IN	35	70

12	KM	40	75
13	MAH	55	90
14	MA	30	60
15	MFR	45	80
16	MIA	45	80
17	MRA	55	90
18	MRS	30	60
19	MAT	40	75
20	MIH	45	85
21	MR	35	70
22	NI	55	85
23	NNA	30	80
24	NZ	50	90
25	NF	45	80
26	NH	25	75
27	NW	50	90
28	RS	30	70
29	RY	45	80
30	RA	55	100
31	RM	50	90
32	SR	40	75
33	SS	55	80
34	SN	40	75
35	TMQ	35	70
36	US	50	85
		1515	2865
	Average	42,08	79,44
	Min	25	60
	Max	60	100

From the table above, it can be seen that the average of the pre-test in experimental class is 42,08 while in post-test is 79,44. The lowest score in pre-test is 25 and the highest score is 60 while the lowest score of the post test is 60 and the highest score is 100.

2. Data of Control Class

Table 4.2

Score of pre-test and Post-test of Control Class

No	Initial Students	Score pre test	Score post test
1	AS	35	50
2	AFM	40	60
3	AK	45	70
4	AAD	30	75
5	AS	25	60
6	AAA	35	80
7	CS	40	70
8	DR	45	75
9	DN	55	75
10	BAN	30	65
11	KT	45	65
12	LS	50	85
13	MM	55	75
14	MA	35	65
15	MI	40	55
16	MT	40	60
17	MH	30	50
18	MS	60	80
19	NH	35	55
20	PR	40	60
21	PA	25	45
22	PI	45	70
23	PJ	30	60
24	PN	35	55
25	RM	35	60
26	RA	45	70
27	RN	50	75
28	RL	40	65
29	SF	55	75
30	SA	60	85
31	SS	40	70
32	SH	30	60

33	SG	45	75
34	SL	55	70
35	SK	50	65
36	TA	40	65
		1490	2395
	Mean	41,39	66,67
	Min	25	50
	Max	60	85

From the table above it can be shown that the average in pre-test of control class is 41,39. While in post-test is 66,67. The lowest score in the pre-test is 25 and the highest score is 60. And then, in the post-test the lowest score is 50 and the highest score is 85.

Based on the two tables above, the average score of the two experiments and increased control class. However, the experimental class scores increased more significant than the control class. This can be seen through the range points are earned by two groups. The experimental class increased 37.36 points, from 42,08 to 79,44 while the control class increased 25,28 points from 41,39 to 66,67.

B. Data Analysis

1. Descriptive Analysis

A descriptive analysis will be carried out in discussion, including a general summary of the amount of data, minimum, maximum, average and standard deviation.

Table 4.3
Output of Descriptive Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	36	25	60	42,08	9,440
Post Test Experiment	36	60	100	79,58	9,440
Pre Test Control	36	25	60	41,39	9,533
Post Test Control	36	45	85	66,53	9,770
Valid N (listwise)	36				

Based on the data above, it can be seen that the pre test variable of the experiment group with the amount data (N) of 36 has an average value of 42,08; with minimun value 25 and a maximum of 60. While the standard deviation of 9,440. The variable post test of the experiment group with a total of 36 data (N) has an average value of 79,58; with minimun value 60 and a maximum value of 100. While the standard deviation of 9,440. Valiable pre test of the control group with the number of data (N) 36 has an average of 41,39; with minimum value 25 and a maximum value of 60. While the standard deviation of 9,533. And the last, post test of the control group with the number of data (N) 36 has an average of 66,53; with minimum value 45 and a maximum value of 85. And the standard deviation of 9,770.

2. Normality Test

The normality test is a requirement for a conducting Paired Sample T-test and Independent Sample T-test. In this discussion will be present two tablet at the same time, namely Kolmogrove-Smirnov and Shapiro Wilk analysis. Data is contributed

normally if the significance is grater than 0,05. The normality test result can be seen below:

Table 4.4

Normality of Pretest and Post Test Experiment and Control Class

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
RESULT	PRE_EXPERIMENT	,121	36	,200[*]	,955	36	,147
	POST_EXPERIMENT	,131	36	,124	,956	36	,167
	PRE_CONTROL	,141	36	,067	,954	36	,143
	POST_CONTROL	,113	36	,200[*]	,970	36	,426

*. This is a lower bound of the true significance.

a.   Lilliefors Significance Correction

Based on the table 4.2 above, we see in the Kolmogorov-Smirnov. it shows that the normality is significant. It is shown by the significant of the pre test of experiment group was 0,200. The significant of post test of the experiment group is 0,124. The significant of pre test of control group was 0,67. While the significant of post test of control group was 0,200. Because the significance of all variables is greater than 0,05, it can be concluded that the data population contributed normally.

3. Sample T-Test

Table 4.5
Output of Sample T test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Experiment - Post Test Experiment	-37,500	5,669	,945	-39,418	-35,582	-39,686	35	,000
Pair 2	Pre Test Control - Post Test Control	-25,139	7,511	1,252	-27,680	-22,598	-20,083	35	,000

Based on table 4.3 above, the mean of pair 1 was -37,500, the standard deviation was 5,669 the mean standard error was 0,945, t_o was -39,686 and df was 35. The significant (2-tailed) was 0,000. t_t was obtained by consulting with t-table distribution and a significant level of 0,05. t_t was 2,030 by consulting with t table distribution. It means that t_o was lower than t_t (-39,686 < -2,030). Because $-t_o < -t_t$ (-39,686 < -1,994) and the significant (0,000 < 0,05), then H_o was rejected and H_a was acceptep. It means that there was a different between the mean score before treatment and after tratment using Word Wall. A negative a t_o value means that the everage before treatment is lower than after treatment. With this, *Word Wall* media increases students' vocabulary mastery.

The mean of pair 2 was -25,139, the standard deviation was 7,511 the mean standard error was 1,252, t_o was -27,680 and df was 35, the significant (2 tailed) was 0,000. t_t was obtained by consulting with the t-table distribution, it means that t_o lower than t_t (-25,139 < - 2,030). Because $-t_0$ < $-t_t$ (-25,139 < - 2,030) and the significant (0,000 < 0,05), than H_o was rejected and H_a was accepted, it means that there was a difference between the mean score before treatment and after treatment using the Crossword Puzzle Media. a negative t_o value means that the average before treatment is lower than after treatment. With this, the media increase *Crossword Puzzle* students' vocabulary mastery.

4. Homogenity Test

Table 4.6

Homogenity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
	Based on Mean	,204	1	70	,653
	Based on Median	,166	1	70	,685
Hasil_belajar	Based on Median and with adjusted df	,166	1	70,000	,685
	Based on trimmed mean	,203	1	70	,654

Based on the table 4.4 above, the homogenity test result can be seen from that output. It can be seen the value of significant is 0,653. Because the significant value more than 0,05, it can be concluded that both classes were homogent or the same variants.

1. **Independent T Test**

The next is an independent sample t-test after conducting a homogeneity test to find out whether there are significant differences in result between the use of Word Wall and Crossword Puzzle Media in learning vocabulary mastery.

Table 4.7

Independent 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
Hasil Belajar Siswa	Equal variances assumed	,204	,653	5,766	70	,000	13,056	2,264	8,540	17,571
	Equal variances not assumed			5,766	69,917	,000	13,056	2,264	8,540	17,572

Independent test results of the sample test can be seen in the table above. Equal Variances assumed and Equal Variance not Assumed. Because the data used are homogeneous, so the used is equal variances assumed. The score of sig. 2 tailed was 0.000. Than P value > α by 95% was 0.000 > 0.05, then Ho is accepted. In other terms, the study discovered that there is a significant difference between teaching using *Word Wall* and the *Crossword Puzzle* toward students' vocabulary mastery was

rejected. Ho stated there is no significant difference between teaching using *visual aids* and word walls toward students' vocabulary mastery was accepted.

C. Discussion

Based on the analysis data of UPTD SMPN 2 Tanjung Tiram, there is a significant influence in students' vocabulary mastery that is taught by using Word Wall Media. The results of the data from the test were divided into pre-test and post-test. The students those were taught by using Word Wall Media had higher score than the students those who were taught without Word Wall Media.

Based on quantitative descriptive data it can be interpreted that the mean of the posttest is in the experimental class were 79.58 with a standard deviation of 9.440 while the mean of the posttest in the control class was 66.53 with a standard deviation of 9,770. It means that there is a difference of around 13.05. In other words, students has increased vocabulary mastery and is more effective using word wall media.

After being calculated by using SPSS V20, the significant of post test of the experiment group is 0,124. The significant of pre test of control group was 0,67. While the significant of post test of control group was 0,200. Because the significance of all variables is greater than 0,05, it can be concluded that the data population contributed normally. The homogenity test result can be seen from that output. It can be seen the value of significant is 0,653. Because the significant value more than 0,05, it can be concluded that both classes were homogent or the same variants.

In addition, based on calculation of the t-test that H_o was rejected and H_a was accepted. The result of the data from the test was post-test the students that were taught by using Word Wall media had been higher score and those who were taught by Crossword Puzzle had been lower.

To summarize the research data has been carried out based on Procedure. As the research findings and discussion above, there is a significant influence of the use of word wall media on students' vocabulary mastery.

CHAPTER V

CLOSING

A. Conclusion

After doing the experiment in teaching vocabulary by using Word Wall Media in experimental class and using Crossword Puzzle in control class, the researcher analyzed the data of the experiment, and then the researcher continues to conclude the research. The researchers conclude, based on the measured results, that there is a substantial difference in vocabulary mastery of students in the experiment and control class. The outcome showed that the gain score of the experimental class which given treatment by using Word Wall was 37,92. Meanwhile the gain score of control class was given treatment by Crossword Puzzle was 25,28. It means that the gain score of experimental class was higher than the control class.

In short, from the above findings it can be concluded that Word Wall Media has a significant influence of vocabulary mastery.

B. Implication

Implications are drawn from the research findings. Discussion about the data from the research findings indicate that the teaching and learning process of vocabulary by the use of word walls is effective for student mastery in vocabulary. This is indicated by student achievement in mastery Vocabulary according to word wall appeared better than students who did not receive word wall treatment. Moreover, it happens because students have their own experiences about the meaning of vocabulary by remembering new vocabulary using word wall. Then that will help them memorize vocabulary easily.

C. Suggestion

Based on the result of the research, the researcher suggest as follows:

1. For students, with this research, it is hoped that students will be more active in studying English, especially in mastering English vocabulary. one of the media that can improve vocabulary mastery is word wall media. Thus students only need to make new vocabulary and paste it on the wall.

2. For Teacher, as an English teacher, they are required to be creative and innovative in teaching English so that students are more motivated and enthusiastic about learning. One of the media that is able to improve students' vocabulary mastery is the word wall media.

3. For Other Researchers, the result of this research can give information or reference about implementation of Word Wall Media in teaching vocabulary.

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APPENDIX 1

LESSON PLAN
(EXPERIMENTAL CLASS)

School   : SMP N 4 Tanjung Tiram
Class   : VII
Subject   : English
Aspect/Skill   : Vocabulary
Time Allocation : 6 X 40 (3 meeting times)
Topic   : This is my world

A. Standard Competencies

KI.1 : The religious teachings they carry, appreciate and follow

KI.2: Recognize and respect truthful, disciplined, courteous, confident, loving, and responsible conduct in the successful engagement of children in the climate, family, school, community and surrounding natural environment , notions, countries and regional territories in line with the growth of children.

KI.3 :Understand and apply, at a basic technical and specific level, factual, logical, procedural, and metacognitive information based on his curiosity about science, technology, art, culture with human, nationality, and state insights related to phenomena and events seen in the eye.

KI.4 :Demonstrate the abilities of reasoning, processing, and serving in the realm of specific and abstract realms creatively, productively, critically, independently, collaboratively, and communicatively, in conjuction with what is taught in school and other outlets that are technically the same.

B. Basic Competencies

    3.4 Identify social roles, text systems, and linguistic elements of oral and written transactional contact texts that include supplying and demanding information on the names and numbers of species, items, and public buildings that are close to students' everyday lives, in accordance with the context of their use. (Pay attention to linguistic and vocabulary related to articles a and the, plural and singular)

    4.4 Written and oral communications are very short and easy to compile transactional text, which includes, the act of giving and asking for information relating to the names and numbers of animals, items, and public buildings close to students everyday lives, taking into account social roles, text structures, and true and contextual linguistic elements.

C. Indicators

- Identifying items in the classroom
- Identify the room or building in the school
- Identifying items in the bag
- Identifying parts of the house
- Identify objects that are in parts of the house
- Identifying animals and plants that are at home and at school
- Mention the number of items in the classroom
- Mention the number of items in the bag
- Mention the objects that are in parts of the house
- Draw and recount objects found in the park

D. Learning Objectives

After following the learning process, students are expected to be able to:

- Identifying items in the classroom
- Identify the room or building in the school
- Identifying items in the bag
- Identifying parts of the house
- Identify objects that are in parts of the house
- Identifying animals and plants that are at home and at school
- State the number of items in the classroom
- Mention the number of items in the bag
- Mention the objects that are in parts of the house
- Draw and recount objects found in the park

E. Learning Materials

1. **Sosial function** : Identify and mention various objects, animals, and public buildings in the surrounding environment
2. **Text structure** : start and respond
3. **Language features** :

- Statements and questions related to objects, animals, public buildings.
- Mention of objects with a, the, plural (-s)
- Use of these, that, these, those ...
- Prepositions for in, on, under to declare a place.
- Speech, word stress, intonation, spelling, punctuation, and handwriting.

4. **Topic**

Objects, animals, and buildings that are commonly found in real life in homes, schools, and the environment around students that can foster the behavior contained in Information Commission.

F. Learning Method

Grup Discussion and Demonstration Method

G. Learning Media

1. Media : Word Wall Media
2. Tools : whiteboard, marker, paperboard

H. Learning Resources

- Curriculum Support Books 2013 Subjects When English Rings The Bell, Class VII, Ministry of Education and Culture, Revised 2016
- English Dictionary
- Student and teacher experience

I. Learning Steps

First Meeting

Activities	Description of Activities	Time Allocation
Preliminary activities	- Teachers enter the class and immediately say hello using English so that the English Environment can be directly created at the first meeting. - Teachers can use the phrase "Good morning students". - Ensure students respond by answering "Good morning, Teacher / Sir / Ma'am". - If students have not responded, do not continue the lesson. - If possible, the teacher can ask how many children individually to ensure that students can respond to the	10 minutes

	teacher's words	
	• The teacher conveys the learning objectives	
Core Activities	**Observing**	60 minutes
	• The teacher can give examples of how to pronounce and read a sentence / word properly and correctly.	
	• To understand the discourse given to translate the discourse.	
	• Students repeat words / sentences read by the teacher.	
	Questioning	
	• Teachers can give questions related to the discourse, such as:	
	1. What do you see in the picture?	
	2. How many things in the picture?	
	3. Where are the things?	
	4. How many pictures are there?	
	5. How many desks are there?	
	6. How many chairs are there?	
	• Learners answer the questions given	
	• The teacher can repeat the question.even randomize the question so that students really understand the meaning of the questions expressed by the teacher.	
	Associating	
	• Discuss the element of language	

	Speech, word emphasis, intonation, spelling, punctuation, and handwriting are clear and neat. **Experimenting** • Learners as a group discuss the names and number of items in the class. • Each student describes these objects and mentions the names and number of items in the class in their books • Teachers supervise and guide students **Communicating** • Students present their work orally (not reading) in groups • Teachers discuss the results of student presentations	
Closing	• After participating in learning activities at this meeting, students are asked about the names and number of items in the class • The teacher gives questions to find out whether students already understand the topic • Students are asked to draw conclusions of learning at this meeting. • Students are given assignments	10 Minutes

Second Meeting

Activities	Description of Activities	Time Allocation

Preliminary activities	• Teachers enter the class and immediately say hello using English so that the English Environment can be directly created at the first meeting. • Teachers can use the phrase "Good morning students". • Ensure students respond by answering "Good morning, Teacher / Sir / Ma'am". • If students have not responded, do not continue the lesson. • If possible, the teacher can ask how many children individually to ensure that students can respond to the teacher's words • The teacher conveys the learning objectives	10 Minutes
Core Activities	**Observing** • The teacher can give examples of how to pronounce and read a sentence / word properly and correctly. • To understand the discourse given to translate the discourse. • Students repeat words / sentences read by the teacher. **Questioning** • Teachers can give questions related to the discourse, such as:	60 minutes

	1. What do you see in the picture?	
	2. How many things in the picture?	
	3. Where are the things?	
	4. How many pictures are there?	
	5. How many desks are there?	
	6. How many chairs are there?	
	• Learners answer the questions given	
	• The teacher can repeat the question.even randomize the question so that students really understand the meaning of the questions expressed by the teacher.	
	Associating • Discuss the element of language Speech, word emphasis, intonation, spelling, punctuation, and handwriting are clear and neat.	
	Experimenting • Learners as a group discuss the names and number of items in the class. • Each student describes these objects and mentions the names and number of items in the class in their books • Teachers supervise and guide students	
	Communicating • Students present their work orally (not reading) in groups • Teachers discuss the results of student presentations	

Closing	• After participating in learning activities at this meeting, students are asked about the names and number of items in the class • The teacher gives questions to find out whether students already understand the topic • Students are asked to draw conclusions of learning at this meeting. • Students are given assignments	10 minutes

Third Meeting

Activities	Description of Activities	Time Allocation
Preliminary Activities	• Teachers enter the class and immediately say hello using English so that the English Environment can be directly created at the first meeting. • Teachers can use the phrase "Good morning students". • Ensure students respond by answering "Good morning, Teacher / Sir / Ma'am". • If students have not responded, do not continue the lesson. • If possible, the teacher can ask how many children individually to ensure that students can respond to the teacher's words	**10 minutes**

	The teacher conveys the learning objectives	
Core Activities	**Observing**	**60 minutes**
	• The teacher can give examples of how to pronounce and read a sentence / word properly and correctly.	
	• To understand the discourse given to translate the discourse.	
	• Students repeat words / sentences read by the teacher.	
	Questioning	
	• Teachers can give questions related to the discourse, such as:	
	1. What do you see in the picture?	
	2. How many things in the picture?	
	3. Where are the things?	
	4. How many pictures are there?	
	5. How many desks are there?	
	6. How many chairs are there?	
	• Learners answer the questions given	
	• The teacher can repeat the question.even randomize the question so that students really understand the meaning of the questions expressed by the teacher.	
	Associating	
	• Discuss the element of language Speech, word emphasis, intonation, spelling, punctuation, and handwriting	

	are clear and neat.	
	Experimenting	
	• Learners as a group discuss the names and number of items in the class.	
	• Each student describes these objects and mentions the names and number of items in the class in their books	
	• Teachers supervise and guide students	
	Communicating	
	• Students present their work orally (not reading) in groups	
	Teachers discuss the results of student presentations	
Closing	• After participating in learning activities at this meeting, students are asked about the names and number of items in the class	**10 minutes**
	• The teacher gives questions to find out whether students already understand the topic	
	• Students are asked to draw conclusions of learning at this meeting.	
	• Students are given assignments	

J. Evaluation

For evaluation: $S = \dfrac{R}{N} X 100$

Where :

S   : score of the text

R   : number of correct answer

N   : number of question

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Tanjung Tiram,   August 2020

</div>

Known by,

Headmaster of UPTD SMP N 2 Tanjung Tiram   **English Teacher**

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Researcher

Umi Kalsum Nasution

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APPENDIX II

LESSON PLAN
(CONTROL CLASS)

School   : SMP N 4 Tanjung Tiram
Class   : VII
Subject   : English
Aspect/Skill   : Vocabulary
Time Allocation   : 6 X 40 (3 meeting times)
Topic   : This is my world

A. Standard Competencies

KI.1 : The religious teachings they carry, appreciate and follow

KI.2: Recognize and respect truthful, disciplined, courteous, confident, loving, and responsible conduct in the successful engagement of children in the climate, family, school, community and surrounding natural environment , notions, countries and regional territories in line with the growth of children.

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3.4 Identify social roles, text systems, and linguistic elements of oral and written transactional contact texts that include supplying and demanding information on the names and numbers of species, items, and public

buildings that are close to students' everyday lives, in accordance with the context of their use. (Pay attention to linguistic and vocabulary related to articles a and the, plural and singular)

4.4 Written and oral communications are very short and easy to compile transactional text, which includes, the act of giving and asking for information relating to the names and numbers of animals, items, and public buildings close to students everyday lives, taking into account social roles, text structures, and true and contextual linguistic elements.

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- Identifying items in the classroom
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- Identifying items in the bag
- Identifying parts of the house
- Identify objects that are in parts of the house
- Identifying animals and plants that are at home and at school
- Mention the number of items in the classroom
- Mention the number of items in the bag
- Mention the objects that are in parts of the house
- Draw and recount objects found in the park

D. Learning Objectives

After following the learning process, students are expected to be able to:

- Identifying items in the classroom
- Identify the room or building in the school
- Identifying items in the bag
- Identifying parts of the house
- Identify objects that are in parts of the house

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- Prepositions for in, on, under to declare a place.
- Speech, word stress, intonation, spelling, punctuation, and handwriting.

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Objects, animals, and buildings that are commonly found in real life in homes, schools, and the environment around students that can foster the behavior contained in Information Commission.

F. Learning Method

Grup Discussion and Demonstration Method

G. Learning Media

3. Media : Crossword Puzzle
4. Tools : whiteboard, marker, paperboard

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- English Dictionary
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Core Activities	**Observing** • The teacher can give examples of how to pronounce and read a	60 minutes

sentence / word properly and correctly.

- To understand the discourse given to translate the discourse.
- Students repeat words / sentences read by the teacher.

Questioning

- Teachers can give questions related to the discourse, such as:

7. What do you see in the picture?

8. How many things in the picture?

9. Where are the things?

10. How many pictures are there?

11. How many desks are there?

12. How many chairs are there?

- Learners answer the questions given
- The teacher can repeat the question.even randomize the question so that students really understand the meaning of the questions expressed by the teacher.

Associating

- Discuss the element of language Speech, word emphasis, intonation, spelling, punctuation, and handwriting are clear and neat.

Experimenting

- Learners as a group discuss the names and number of items in the class.

	• Each student describes these objects and mentions the names and number of items in the class in their books • Teachers supervise and guide students **Communicating** • Students present their work orally (not reading) in groups • Teachers discuss the results of student presentations	
Closing	• After participating in learning activities at this meeting, students are asked about the names and number of items in the class • The teacher gives questions to find out whether students already understand the topic • Students are asked to draw conclusions of learning at this meeting. • Students are given assignments	10 Minutes

Second Meeting

Activities	Description of Activities	Time Allocation
Preliminary activities	• Teachers enter the class and immediately say hello using English so that the English Environment can be directly created at the first meeting. • Teachers can use the phrase "Good morning students".	10 Minutes

	• Ensure students respond by answering "Good morning, Teacher / Sir / Ma'am". • If students have not responded, do not continue the lesson. • If possible, the teacher can ask how many children individually to ensure that students can respond to the teacher's words • The teacher conveys the learning objectives	

Core Activities	**Observing**
	      • The teacher can give examples of how to pronounce and read a sentence / word properly and correctly.
	      • To understand the discourse given to translate the discourse.
	      • Students repeat words / sentences read by the teacher.
	 Questioning
	 • Teachers can give questions related to the discourse, such as:
	 7. What do you see in the picture?
	 8. How many things in the picture?
	 9. Where are the things?
	 10. How many pictures are there?
	 11. How many desks are there?
	 12. How many chairs are there?
		60 minutes

	• Learners answer the questions given • The teacher can repeat the question.even randomize the question so that students really understand the meaning of the questions expressed by the teacher. **Associating** • Discuss the element of language Speech, word emphasis, intonation, spelling, punctuation, and handwriting are clear and neat. **Experimenting** • Learners as a group discuss the names and number of items in the class. • Each student describes these objects and mentions the names and number of items in the class in their books • Teachers supervise and guide students **Communicating** • Students present their work orally (not reading) in groups • Teachers discuss the results of student presentations	
Closing	• After participating in learning activities at this meeting, students are asked about the names and number of items in the class • The teacher gives questions to find out whether students already understand	10 minutes

	• the topic	
	• Students are asked to draw conclusions of learning at this meeting.	
	• Students are given assignments	

Third Meeting

Activities	Description of Activities	Time Allocation
Preliminary Activities	• Teachers enter the class and immediately say hello using English so that the English Environment can be directly created at the first meeting. • Teachers can use the phrase "Good morning students". • Ensure students respond by answering "Good morning, Teacher / Sir / Ma'am". • If students have not responded, do not continue the lesson. • If possible, the teacher can ask how many children individually to ensure that students can respond to the teacher's words The teacher conveys the learning objectives	**10 minutes**
Core Activities	**Observing** • The teacher can give examples of how to pronounce and read a sentence / word properly and correctly.	**60 minutes**

| | • To understand the discourse given to translate the discourse.
• Students repeat words / sentences read by the teacher.
Questioning
• Teachers can give questions related to the discourse, such as:
1. What do you see in the picture?
2. How many things in the picture?
3. Where are the things?
4. How many pictures are there?
5. How many desks are there?
6. How many chairs are there?
• Learners answer the questions given
• The teacher can repeat the question.even randomize the question so that students really understand the meaning of the questions expressed by the teacher.
Associating
• Discuss the element of language Speech, word emphasis, intonation, spelling, punctuation, and handwriting are clear and neat.
Experimenting
• Learners as a group discuss the names and number of items in the class.
• Each student describes these objects and mentions the names and number of | |

	items in the class in their books	
	• Teachers supervise and guide students	
	Communicating	
	• Students present their work orally (not reading) in groups	
	Teachers discuss the results of student presentations	
Closing	• After participating in learning activities at this meeting, students are asked about the names and number of items in the class	**10 minutes**
	• The teacher gives questions to find out whether students already understand the topic	
	• Students are asked to draw conclusions of learning at this meeting.	
	• Students are given assignments	

J. Evaluation

For evaluation: $S = \dfrac{R}{N} X100$

Where :

S   : score of the text

R   : number of correct answer

N   : number of question

Tanjung Tiram,   August 2020

Known by,

Headmaster of UPTD SMP N 2 Tanjung Tiram   **English Teacher**

BACHTIAR, S.Pd   **WAN ELFI MAHSURI, S.Ag**

NIP : 19640101198803 1012   **NIP : 19720217 201001 2 001**

Researcher

Umi Kalsum Nasution

NIM. 0304161011

APPENDEX III

Pre -Test

Name :

Class   :

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

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

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   c. 8

b. 7   d. 9

4. Where is the blackboard in the room?

a. besides

b. in front of

c. behind

d. above

5. how many pictures above the blackboard?

a. 6   c. 8

b. 3   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   c. Four ears

b. three 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 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

Look at the picture to answer number 17-19

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

a. bathroom

b.bedroom

c. diningroom

d. livingroom

17. This place is.....
a. garden

b. hotel

c. parking area

d. golf course

18 How many people in the picture?

a. 7   c. 5

b. 3   d. 4

19. What are he doing in the chair?

a. dancing   c. singing

b. cooking   d. Reading

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

a. microwave

b. refrigerator

c. stove

d. rice cooker

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

a. hotel

b. hospital

c. school

d.restaurant

APPENDIX IV

POST-TEST

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

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

a. hotel

b. school

c. hospital

d. office

Look at the pictures to anwer the number 3-4

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

a. eat   c. dance

b. sing   d. play

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

a. sad

b. hungry

c. full

d. angry

5. Nana   : excuse me, where are   the students?

   Rika   : they are reading in the....

a. library   b. Laboratory

c. canteen   e. Classroom

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

a. wardrobe   b. Support

c.refrigerator   d. Pillow

7. Which of these things are not usually found in the bathroom?

a. soup   c. toothpaste

b. towel   d. spoon

8. Mothers put something in the soup

a. oil   b. the color

c. salt   d. Butter

9. This animal lives in the sea and has tentacles. What animal is it?

a. octopus   c. zebra

b elephant   d. Tiger

10. A rabbit has two long ears, a small tail and ....

a. shell   c. fur

b. horns   d. Claws

11. knife, saucepan, spoon, ricecooker, Refigerator, pan, bowl, gas stove, plate, Pillow, spatula.

Which of these things is not usually found in the kitchen,...

a. plate

b. saucepan

c. pillow

d. spatula

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   c. Yes, it doesn't

b. no, it does   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 to …………..daily needs at the market.

a. Borrow

b. Buy

c. Bring

d.Save

APPENDIX V

KEY ANSWER OF PRE-TEST

KEY ANSWER OF POST-TEST

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

APPENDIX VI

NAME OF STUDENTS

A. Name of Students in Experimental Class (VII-A)

No. Attendance List	Nama
1	Alamsyah
2	Ali Ramzi
3	Aminah
4	Bunga Lestari
5	Diana Shabila
6	Elvida Sari
7	Erni
8	Humairah
9	Imel
10	Irfan
11	Iscar Ndraha
12	Khumairoh
13	Mairah Asyah Hari
14	Muhammad Alfarizi
15	Mhd. Fauzan Ramadhan
16	Mhd. Ibnu Azril
17	Mhd. Rido Agusti
18	Mhd. Rifaldi Syahputra
19	Muhammad Arya Tampubolon
20	Muhammad Iqbal Haikal
21	Muhammad Rozi
22	Nada Indana
23	Nazifa Nur Ahza
24	Nurazizah
25	Nurfadian
26	Nur Hasanah
27	Nurwidiya
28	Raisah Sitorus
29	Raisya Yulanda
30	Riza

31	Rodiatam Mardiah
32	Sari
33	Susanti
34	Siti Nordiana
35	Tama Mul Qamar
36	Usnah

B. Name of Students in Controlled Class (VII-B)

No. Attendance List	Name of Student
1	Aidila Sahfitri
2	Al Fandi Maza
3	Amisa Khalia
4	Anggi Agraini Damanik
5	Anisah
6	Aura Amelia Azhar
7	Candra Saputra
8	Dheyde Rezkilla
9	Dinda
10	Berniza Amalia Nadhirah
11	Kartika
12	Laksana
13	Maimunah
14	Maisurah
15	Mhd. Iksan
16	Muhammad Tarmizi
17	Muklis Habibi
18	Mutiara Sari
19	Nurul Haikal
20	Pahrul Rozy
21	Putra Ananda
22	Putri Ivanah
23	Putri Juwita
24	Putri Nurjana
25	Rahma
26	Raudhatul Aulia
27	Rezky Ananda

28	Riska Amelia
29	Safira
30	Sakila Aswad
31	Siti Arsila
32	Siti Humairo
33	Suci Anggraini
34	Sulastri
35	Syakira
36	Tiara Astari

APPENDIX VII

THE RESULT OF STUDENTS' VOCABULARY TEST

No	Nama	Code	Score pre test	Score post test
	Experiment Class			
1	Alamsyah	AL	30	75
2	Ali Ramzi	AR	45	85
3	Aminah	AH	50	75
4	Bunga Lestari	BL	25	80
5	Diana Shabila	DS	35	85
6	Elvida Sari	ES	40	75
7	Erni	ER	35	70
8	Humairah	HM	40	75
9	Imel	IL	60	80
10	Irfan	IF	45	80
11	Iscar Ndraha	IN	35	70
12	Khumairoh	KM	40	75
13	Mairah Asyah Hari	MAH	55	85
14	Muhammad Alfarizi	MA	30	75
15	Mhd. Fauzan Ramadhan	MFR	45	80
16	Mhd. Ibnu Azril	MIA	45	80
17	Mhd. Rido Agusti	MRA	55	90
18	Mhd. Rifaldi Syahputra	MRS	30	75
19	Muhammad Arya Tampubolon	MAT	40	75
20	Muhammad Iqbal Haikal	MIH	45	85
21	Muhammad Rozi	MR	35	70
22	Nada Indana	NI	55	80
23	Nazifa Nur Ahza	NNA	30	80
24	Nurazizah	NZ	50	90
25	Nurfadian	NF	45	80
26	Nur Hasanah	NH	25	75
27	Nurwidiya	NW	50	95
28	Raisah Sitorus	RS	30	80
29	Raisya Yulanda	RY	45	80
30	Riza	RA	55	90
31	Rodiatam Mardiah	RM	50	95

No	Nama	Code	Score pre test	Score post test
32	Sari	SR	40	75
33	Susanti	SS	55	80
34	Siti Nordiana	SN	40	75
35	Tama Mul Qamar	TMQ	35	80
36	Usnah	US	50	85
		∑	1515	2880
		Mean	42,08	79,58

Control Class				
No	Nama	Code	Score pre test	Score post test
1	Aidila Sahfitri	AS	35	55
2	Al Fandi Maza	AFM	40	60
3	Amisa Khalia	AK	45	70
4	Anggi Agraini Damanik	AAD	30	75
5	Anisah	AS	25	60
6	Aura Amelia Azhar	AAA	35	80
7	Candra Saputra	CS	40	70
8	Dheyde Rezkilla	DR	45	75
9	Dinda	DN	55	75
10	Berniza Amalia Nadhirah	BAN	30	65
11	Kartika	KT	45	65
12	Laksana	LS	50	60
13	Maimunah	MM	55	75
14	Maisurah	MA	35	65
15	Mhd. Iksan	MI	40	55
16	Muhammad Tarmizi	MT	40	60
17	Muklis Habibi	MH	30	50
18	Mutiara Sari	MS	60	75
19	Nurul Haikal	NH	35	55
20	Pahrul Rozy	PR	40	60
21	Putra Ananda	PA	25	65
22	Putri Ivanah	PI	45	70
23	Putri Juwita	PJ	30	60
24	Putri Nurjana	PN	35	55
25	Rahma	RM	35	60
26	Raudhatul Aulia	RA	45	70

27	Rezky Ananda	RN	50	75
28	Riska Amelia	RL	40	65
29	Safira	SF	55	75
30	Sakila Aswad	SA	60	75
31	Siti Arsila	SS	40	70
32	Siti Humairo	SH	30	75
33	Suci Anggraini	SG	45	75
34	Sulastri	SL	55	70
35	Syakira	SK	50	70
36	Tiara Astari	TA	40	65
		$\sum$	1490	2400
		Mean	41,39	66,67

The Students' Gained Score In The Experimental And Controlled Class

NO	Students (N)	Experimental Class	Students (N)	Control Class
1	AL	45	AS	20
2	AR	40	AFM	20
3	AH	25	AK	25
4	BL	55	AAD	45
5	DS	50	AS	35
6	ES	35	AAA	45
7	ER	35	CS	30
8	HM	35	DR	30
9	IL	20	DN	20
10	IF	35	BAN	35
11	IN	35	KT	20
12	KM	35	LS	10
13	MAH	30	MM	20
14	MA	45	MA	30
15	MFR	35	MI	15
16	MIA	35	MT	20
17	MRA	35	MH	20
18	MRS	45	MS	15
19	MAT	35	NH	20
20	MIH	40	PR	20
21	MR	35	PA	40

22	NI	25	PI	25
23	NNA	50	PJ	30
24	NZ	40	PN	20
25	NF	35	RM	25
26	NH	50	RA	25
27	NW	45	RN	25
28	RS	50	RL	25
29	RY	35	SF	20
30	RA	35	SA	15
31	RM	45	SS	30
32	SR	35	SH	45
33	SS	25	SG	30
34	SN	35	SL	15
35	TMQ	45	SK	20
36	US	35	TA	25
	$\sum$	1365	$\sum$	910
	Mean	37,92	Mean	25,28

T-table

Titik Persentase Distribusi t (df = 1 – 40)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 41 – 80)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 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

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

A. Pictures

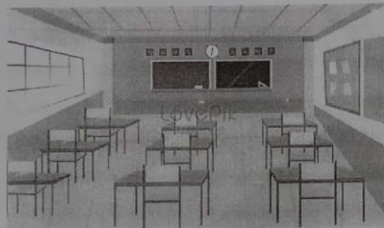**B. The students result on doing test**

APPENDEX III

Pre -Test

Name : Raysa Yulandra

Class : V11 B SMP

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

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

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   c. 8

b. 7   d. 9

4. Where is the blackboard in the room?

a. besides

b. in front of

c. behind

d. above

5. how many pictures above the blackboard?

a. 6   c. 8

b. 3   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

25

APPENDEX III

Pre -Test

Name : Nazifa nur anza

Class : VII^B

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

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

1. What is the name of this room?
a. bathroom
b. diningroom
x. 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?

55

a. 6   c. 8
b. 7   d. X

4. Where is the blackboard in the room?
x. besides
b. in front of
c. behind
d. above

5. how many pictures above the blackboard?
a. 6   x. 8
b. 3   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

APPENDEX III

Pre -Test

Name : RISKY

Class : VII B

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

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

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

2. What are the things in the room?
x. 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   x. 8
b. 7   d. 9

4. Where is the blackboard in the room?
a. besides
b. In front of
x. behind
d. above

5. how many pictures above the blackboard?
a. 0   c. 8
x. 3   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

APPENDIX IV

POST-TEST

Name : Sari

Class : VII-B.

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

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

a. hotel

b. school

c. hospital

d. office

Look at the pictures to anwer the number 3-4

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

a. eat   c. dance

b. sing   d. play

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

a. sad

b. hungry

c. full

d. angry

5. Nana   : excuse me, where are   the students?

   Rika   : they are reading in the....

a. library   b. Laboratory

c. canteen   e. Classroom

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

a. wardrobe.   b. Support

c. refrigerator   d. Pillow

7. Which of these things are not usually found in the bathroom?

80

APPENDIX IV

POST-TEST

Name : Mai sura
Class : VII c

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

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

a. hotel

b. school

~~c.~~ hospital ✗

d. office

Look at the pictures to anwer the number 3-4

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

~~a.~~ eat ✗   c. dance

b. sing   d. play

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

a. sad

~~b.~~ hungry ✗

c. full

d. angry

5. Nana   : excuse me, where are   the students?

   Rika   : they are reading in the....

~~a.~~ library ✗   b. Laboratory

c. canteen   e. Classroom

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

a. wardrobe   b. Support

~~c.~~ refrigerator   d. Pillow ✗

7. Which of these things are not usually found in the bathroom?

90

APPENDIX IV

POST-TEST

Name : AMisha kaila

Class : VII c

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

1 The place to study is....

a. hotel

x school

c. hospital

d. office

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

a. hotel

b. school

x hospital

d. office

Look at the pictures to anwer the number 3-4

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

x eat   c. dance

b. sing   d. play

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

a. sad

x hungry

c. full

d. angry

5. Nana   : excuse me, where are   the students?

   Rika   : they are reading in the....

x library   b. Laboratory

c. canteen   e. Classroom

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

a. wardrobe   x Support

c.refrigerator   d. Pillow

7. Which of these things are not usually found in the bathroom?

90

A. Research Permission Letter

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

Nomor	: B-8592/ITK/ITK.V.3/PP.00.9/07/2020	22 Juli 2020
Lampiran	: -	
Hal	: **Izin Riset**	

Yth. Bapak/Ibu Kepala SMP Negeri 4 Tanjung Tiram

Assalamulaikum 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	:	**Umi Kalsum Nasution**
NIM	:	**0304161011**
Tempat/Tanggal Lahir	:	**Kab. Batubara, 05 Juli 1998**
Program Studi	:	**Pendidikan Bahasa Inggris**
Semester	:	**VIII (Delapan)**
Alamat	:	**Jl. Surya H. No. 20 Lau Dendang, Kec. Percut Sei Tuan Kelurahan Lau Dendang Kecamatan Percut Sei Tuan**

untuk hal dimaksud kami mohon memberikan Izin dan bantuanya terhadap pelaksanaan Riset di SMP Negeri 4 Tanjung Tiram , guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE INFLUENCE OF USING WORD WALL TOWARDS STUDENTS' VOCABULARY MASTERY AT SMP NEGERI 04 TANJUNG TIRAM ACADEMIC YEAR 2019/2020

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

Medan, 22 Juli 2020
a.n. DEKAN
Wakil Dekan Bidang Akademik dan Kelembagaan

Digitally Signed
Drs. RUSTAM, MA
NIP. 196809201995031002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

B. Research Respon Letter

PEMERINTAH KABUP ATEN BATU BARA
DINAS PENDIDIKAN
UPTD SMP NEGERI 2 TANJUNG TIRAM
NSS : 101120781111 – NPSN : 10260901
Alamat : Jl. Beringin Desa Bogak Kecamatan Tanjung Tiram
Email : uptdsmpnegeri2tanjungtiram@gmail.com – Telp. – Kode Pos 21253

SURAT KETERANGAN
Nomor : 071/ 339 / UPTDSMPN.2-TT/VIII/ 2020

Saya yang bertandatangan di bawah ini :

N A M A	:	BAKHTIAR,S.Pd
NIP	:	19640101198803 1 012
PANGKAT/ GOL	:	Pembina, IV/A
JABATAN	:	Kepala Sekolah
UNIT KERJA	:	UPTD SMP Negeri 2 Tanjung Tiram

Dengan ini menerangkan bahwa :

N A M A	: Umi Kalsum Nasution
NIM	: 0304161011
TEMPAT TGL LAHIR	: Tanjung Berulak, 05 Juli 1988
PROGRAM STUDI	: Pendidikan Bahasa Inggris
SEMESTER	: VIII (Delapan)
ALAMAT	: Jl. Surya H. No.20 Lau Dendang, Kec. Percut Sei Tuan Kelurahan Lau Dendang Kecamatan Percut Sei Tuan

Benar nama tersebut telah melakukan riset yang berhubungan dengan skripsinya yang berjudul " *The Influence of Using Word Wall Towards Students Vocabulary Mastery at UPTD SMP Negeri 2 Tanjung Tiram Academic Year 2019/2020*" di UPTD SMP Negeri 2 Tanjung Tiram dari tanggal 24 Agustus s/d 29 Agustus 2020.

Demikian Surat keterangan ini kami sampaikan semoga dapat dipergunakan sebagai mana mestinya.

Tanjung Tiram, 31 Agustus 2020
KEPALA SEKOLAH
UPTD SMP NEGERI 2 TANJUNG TIRAM

BAKHTIAR,S.Pd
NIP. 19640101198803 1 012