



**IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH WORD WALLS
STRATEGY AT EIGHT GRADE OF MTs HIFZIL QUR'AN MEDAN**

A THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic
University of North Sumatra (UIN SU) Medan as Partial Fulfillment of the
Requirements for the Degree of *Sarjana Pendidikan* (S-1) in the
English Education Department

By:

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FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA**

MEDAN

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SURAT PENGESAHAN

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

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

Medan, Januari 2021

Yang Membuat Pertanyaan

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ABSTRACT

This research was conducted to describe the improvement of students' vocabulary achievement through word walls strategy at eight grade of Mts Hifzil Quran Medan in 2020/2021 academic year. The research design used was Classroom Action Research (CAR).. The subject of the research was VIII-1 class MTs Hifzil Qur'an Medan which consisted of 25 students. The research was conducted in two cycles and each cycle consisted of three meetings. The results showed that the improvement of the students' scores from the first test in orientation test to the third test in cycle-II test. In the first orientation test, the mean was 48.48, in the second test in cycle-I test, the mean was 63.68, and the third test in cycle-II test, it was improved to be 79.04. Based on the diary notes, observation sheet, and questionnaire, it was found that the teaching learning activities ran well. Students were active and enthusiastic during the teaching learning process in second cycle than the first one. The result of the researcher showed that the use of word walls strategy significantly improved students' vocabulary

Keyword : *Vocabulary, Word Walls Strategy*

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Finally, the researcher realizes that this thesis still has some weaknesses and need suggestion also corrections. It is an honor for the researcher if this thesis was given some suggestions to make the thesis is better. In the end, the researcher hope this thesis helpful for all of us.

Medan, Januari 2021

Layla Mufida NS

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Human being use language as a mean of communication with another people. Not only it is a means of communicating thoughts and ideas, but it also forges friendship, cultural ties, and economic relationships. Without language it is hard for people to cooperate and get along one another.¹

In Indonesia, English is used as a foreign language. English is considered as an importance language to be learned. Many people want to develop their English vocabulary and make sure they have good English. In educational, English has important role. It could be seen that language has been learned in any levels of educational.

English as foreign language has four skills. They are speaking, listening, writing, and reading.² It means that listening, speaking, reading, and writing need a wide vocabulary acquisition. Mastering vocabulary is the ability to get or to receive a lot of words.

Vocabulary is one of the problem confronted by English learners. Because of the learners' limited vocabulary, they cannot communicate to the others clearly. They find difficulties to transmit their idea one to the other. The

¹Sholihatul Hamidah Daulay, *Introduce to General Linguistics* (Medan: La Tansa Press,2011),p.11.

² Siska Yuliana.(2011). *Improving Students' Vocabulary by Using Riddles Game at the Second Grade Students of Mts Miftahul Ulmu Bendung Mojokerto*, Surabaya: Thesis,p.1.

acquisition of the students in vocabularies can help them to read, speak, listen, and write. Mastering the vocabulary including using word and effectively correctly in sentences or in conversation can help the students finish their school work and many test easier. The more vocabularies they know, the better their chance to do well English test.³

The objective of teaching English is to enable students to communicate in English orally and written form. Accuracy and fluency are aspects of language proficiency. Accuracy refers to mastering language components; pronunciation, vocabulary and grammar. Meanwhile, fluency refers to mastering language skills: listening, speaking, reading and writing. Moreover, mastering language skills is the objective of English teaching based on the current School-Based Curriculum.

In teaching and learning process, the important thing is not only how much or how less teaching and learning are done in the classroom, but also how the students are active and fun in their learning process. It has formed the philosophy or learner-centered method that is divided into two focuses are on language process and the language content.

Therefore, in it should attract the interest of students to follow the lesson in determining learning strategy, it must be in accordance with the material, the teacher is required to know the ability of students to follow teaching and learning process using the learning strategy applied in the classroom. It is implemented in order to improve student learning assessment.

³ Nur Hidayat,(2017). *Improving Students' Vocabulary Achievement through Word Games*, Journal Of Education Society, Vol.1 No1,p.95.

In this case the teacher should know how to teach vocabulary well, not only to make the students understand but also to make them enjoy the study, because if study in enjoyable situation will give the positive effect for the students.⁴

If the comprehension towards the material can be achieved, there are motivation in learning process of English vocabulary. In addition, learning process is success if influenced by the teacher itself, the teacher only as a media and facilitator while students are required more active.

Based on the writer's experience in teaching training practice, most of the students have many problems in mastering English words and this situation makes them lazy to study English. Learners usually have many problem in mastering English words. They have limited vocabulary to comprehend the meaning of words in text; they do not know the context of word usage, cannot recognize the meaning of each word, not able to listen the English words from speakers, cannot compose their writing task successfully, and get difficulty to communicate effectively in English.⁵

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

⁴Mofareh Alqahtani,(2015), *The Importance of Vocabulary in Language Learning and How to be Taugh*, Internatioanal Journal of Teaching and Education, Vol.3 No.3,p. 22.

⁵Syarifuddin Achmad,(2013),*Developing English Vocabulary Mastery through Meaningful Learning Approach*,International Journal of Linguistics, Vol.5 No.5,p.78.

The words are printed in a large font so that they are easily visible from all student seating areas.

According to Erin⁶ Interactive word wall showcase well-selected words; they help teachers build a foundation for student content vocabulary comprehension. They also support word-learning strategies by highlighting root words, suffixes, and their meanings. This helps students decode meaning in text. Additionally, when students use the word walls they become more conscious of words and definition. This supports content comprehension. It also helps students become aware of vocabulary in the world around them.

In reference to the explanation above and the strong desire of finding the solution of these problems, the writer has motivation to do research improving the students' achievement on vocabulary through Word Walls.

There were some researches that used the Word Walls strategy to improve the students' vocabulary achievement. One of researchers was Decy Anggriani⁷ academic year student of State University of Medan had done a research by using word walls in vocabulary. She conducted an action research; It focused on improving students' achievement on vocabulary because it can help the students to recognize, promote independence, develop a growing core of words, and provide reference support for students during their reading and writing. In this research, the Word Walls Strategy was applied in teaching vocabulary provided by games especially alphabet games.

⁶ Erinn L. Henrichs, B.S. (2011). *Interactive Word Walls and Student Perceptions of Vocabulary*. Thesis. San Marcos: Texas State University. p.57.

⁷ Decy Anggriani, (2013). *Improving Students Achievement on Vocabulary through Word Walls*. Thesis. Medan: State University Of Medan. p.3.

It will make student more interested in learning process. Hopefully that the students' vocabulary achievement can be improved. Of course by using games help the students to memorize the words and help their teacher to increase students interest and to motivate them the vocabulary.

In this research the Word Walls Strategy was applied in teaching vocabulary provided by games especially alphabet games. It will make students more interested in learning process. Hopefully that students' vocabulary achievement will be improved. Of course by using games help the students to memorize the words and help teacher to increase students' interest and to motivate them to learn vocabulary.

Because in learning English includes four skills, namely listening, speaking, reading, and writing also grammar. It is impossible that one master one of the skill without mastering vocabulary. Gough⁸ says that "vocabulary and grammar are both important". With a bigger vocabulary, the learner will be able to talk them fluently and more accurately. In this case, vocabulary is important than grammar, because it is a word, which carries the content of what want to say. The more words you know, the more, you will be able to communicate. You can say a lot of words. Vocabulary is an obligation for students to comprehend English well, without adequate vocabularies, it is impossible for students to understand English well. Therefore, vocabulary is one of the most important things that should be mastered in English because vocabulary is fundamental skill to support the others skills in English.

⁸ Chris Gough(.2001). *English Vocabulary Organizer 100 Topics for Self Study*, London: Comercial Color Press.p.3

1.2 Identification of Problems

According to the writer in the background of the research about improving students' vocabulary achievement through word walls strategy at Mts Hifdzihil Qur'an Yayasan Islamic Centre .

The identification of the problems involves:

1. Most of the students feel difficult to understand and memorizing of vocabulary, especially in content words category.
2. Most of the students often do not know how to pronounce the words well and do not know the meaning of the words category.
3. The teacher is not using media and using interest strategy in teaching process, so the learning process becomes monotone.

1.3 Limitation of study

Based on the background of the study, the researcher focused on the application of Word Walls Strategy at eight grade of MTs Hifzil Quran Medan.

1.4 Formulation of Study

Based on the limitation of the study, this research problem is formulated as the following:

1. How is the implementation of Word Walls strategy to improve students' vocabulary achievement at eight grade of MTs Hifzil Qur'an Medan?
2. How is the improvement of students' vocabulary achievement through the use of Word Walls Strategy at eight grade of MTs Hifzil Qur'an Medan?

1.5 The Objective of Study

Based on the problems mentioned above the objective of this study are:

1. To describe the implementation of Word Walls strategy to improve students' vocabulary achievement at eight grade of MTs Hifzil Qur'an Medan.
2. To describe the improvement of students' vocabulary achievement through the use of Word Wall strategy at eight grade of MTs Hifzil Qur'an Medan.

1.6 The Significances of Study

The study is expected to be useful for:

1. The students in learning English in the class and enlarging their vocabulary easily because word walls strategy is fun and interesting way to use in learning vocabulary.
2. The English teachers in increasing the quality of teaching and learning vocabulary in the future.
3. Others researchers can apply the application of word walls strategy to improve the students' vocabulary.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Framework

Theories are required to resolve some concepts of terms applied in this research concern. In this following part, theoretical elaboration on the terms will be explained.

1. Students' Achievement

Hornby defines “achievement” as (1) a thing that somebody has done successfully, especially using his own effort and skill (2) the act or process of achieving something.⁹

According to Linn¹⁰, student achievement is the subject-matter knowledge, understanding, and the skills at one point in time. The most commonly used¹¹ to measure of students achievement is standardized test. Such standardized assessments measure specific areas of achievement for example, the extent to which a 3rd grader has mastered the English language arts standard in his or her state or district and are best understood as one measure of a subset a body skills or knowledge. Concisely, students' achievement is a thing done successfully by students with their efforts and skills.

⁹ A.S.Hornby,(2000).*Oxford Advanced Learner's Dictionary (6th Ed)*, Great Britain:Oxford University,p.11.

¹⁰ Linn L Robert,*Definition of Students' Achievement*, Accessed on February,27th,2020, ([Http://www.nbpts.org](http://www.nbpts.org))

Students' achievement in terms of research is indicated in the form of scores. Teacher gets the score based on the cognitive, affective, and psychomotor domains (Bloom Taxonomy). Cognitive domain involves knowledge and the development of intellectual skills. The affective domain includes the manner in which the students deal with things emotionally, such as feelings, appreciation, enthusiasms, motivations, and attitudes. The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. It is the skill to do something. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

2. Vocabulary

According to Oxford Dictionary¹², a vocabulary is defined as “all the words known and used by particular person”. A person's vocabulary is the set of the words they are familiar with in a language. Learning a language means learning its vocabularies. We use the vocabularies in communication either in spoken form or written form. We try send messages, share information and ideas by using the languages. In general no languages acquisition is possible without understanding the vocabulary, in the second language.

A vocabulary usually grows evolves with age, and as tool for communication and acquiring knowledge. English vocabulary has remarkable, flexibility and adaptability.

¹² AS.Hornby,(2003),*Oxford Learners Pocket Dictionary* ,(New York :University Press),p.462

:McGraw Hill),p.130

From this verse, Allah show how Muhammad in the first read Al-qur'an. Allah has obeyed Jibril to teaching from the reading. It's mean we can know another thing from the reading. We know the words from reading that many vocabularies we can get from the reading.¹⁵

In addition, Macmillan Dictionary¹⁶, vocabulary is a list of words and their meaning, especially in a book for learning a foreign language. We can learn foreign language from the books that have vocabulary from that the foreign language too. We read the books and try to remember the vocabulary and their meaning. Vocabulary researchers have tried to determine the size of the mental lexicon (how many words a person knows) and how a person accumulates this enormous number of words.

According to Johnson¹⁷, is elaborates from different vocabularies such as: listening vocabulary, speaking vocabulary, reading vocabulary, writing vocabulary, they are (a) listening vocabulary are the words we hear and understand, commonly referred to as words we know. This is the largest of our vocabularies and the one upon which the others are built. (b) speaking vocabulary, are the words use we use in conversation. Our listening vocabulary is larger than our speaking vocabulary because our understanding of some words is incomplete or contextual (we understand a word in the context of a sentence or situation, but no necessarily by itself) Thus, adding

¹⁵ Yusuf Ali Abdullah, English Translation of Al-qur'an.(Retrieved December,2006),from www.alqur'an/English_Trans.accessed on 3rd Maret 2020

¹⁶ Macmillan Dictionary,(2014), Macmillan Publisher Limited <http://www.macmilan>.accessed on 25th February 2020

¹⁷ Andrew P Johnson,(2008),*Teaching Reading and Writing A Guidebook for Tutorial and Remediating Students*,(New York .Rowman &Little field Education.),p.93

both depth and 16 dimension to our knowledge enables us to express our thoughts more efficiently and effectively. (c) Reading vocabulary, are the words that we are able to read. Most students enter school with very few words in their reading vocabulary. To this, they add approximately three thousand new words a year. As stated earlier in this book, learning to read is much easier if students are reading words in their listening and speaking vocabularies. Thus, increasing the number of words in students listening vocabularies makes learning to read easier. (d) Writing vocabulary, are the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

In term of form, vocabularies divides into two, oral and print vocabulary. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. The point of the statement above is that vocabulary is needed both for spoken and written activities.¹⁸

In the 1994 curriculum explained that the standard vocabulary for each level is different, (1) Standard for Junior High School is 1000 vocabulary until graduated. (2) standard for Senior High School is 2500 vocabulary until graduated. Based on the explained the researcher can conducted for junior

¹⁸Nur Hidayat,(2017). *Improving Students' Vocabulary Achievement through Word Games*, Journal Of Education Society, Vol.1 No1,p.95.

high school is 1000 vocabulary is divided into 3 years until graduated is 333 vocabulary every years.

3. Word Walls Strategy

a. Definition of Word Walls Strategy

Brown¹⁹ is define that the strategy as a specific methods of approaching a task or problem or, the modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Moreover, Brown²⁰ stated there are three main categories of strategy, they are:

a. Meta cognitive strategies

This strategy involve planning learning, thinking about learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed.

b. Cognitive strategies

Cognitive strategies are more limited of specific learning task and involve more direct manipulation of learning material itself.

c. Socio Strategies

Socio Strategies have to be done with social mediating activity and interacting with others.

In addition to strategy, the Qur'an also uses tools and strategies in human speech. So in the context, a lot is determined in the Qur'an conversations

¹⁹ H.D Brown,(2000), *Teaching by principles : An Interactive Approach to Language Pedagogy*. San Fransisco:Longman,p.113.

²⁰ H.D Brown,(2000), *Teaching by principles : An Interactive Approach to Language Pedagogy*. San Fransisco:Longman,p.124.

about heaven, earth, sea and mountains and etc. this can be seen in the explanation of the following verse:

لَيْسَ قَائِلٌ سَبَّحَ وَعَمَدٌ وَأَصْوَابٌ وَأَنْجُلٌ
 وَأَنْجُلٌ وَأَنْجُلٌ وَأَنْجُلٌ وَأَنْجُلٌ وَأَنْجُلٌ
 وَأَنْجُلٌ وَأَنْجُلٌ وَأَنْجُلٌ وَأَنْجُلٌ وَأَنْجُلٌ
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 وَأَنْجُلٌ وَأَنْجُلٌ وَأَنْجُلٌ وَأَنْجُلٌ وَأَنْجُلٌ

أَلْسَنَاتُ لَمَّةٍ لَمَّةٍ لَمَّةٍ لَمَّةٍ لَمَّةٍ لَمَّةٍ لَمَّةٍ
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طَلٌّ ۝ ۱۱

Meaning : *'He created the heavens without pillars that you see and cast into the earth firmly set mountains, lest it should shift you, and dispersed therein from every creature. and we sent down rain from the sky and made grow therein (plants) of every noble kind. This is the creation of Allah. So show me what those other than Him have created. Rather, the wrongdoers are in clear error.'*²¹

The sky is created so high and far away from humans, it is without pillars but does not collapse. Likewise the earth, on top of which breeds animals and there are also various types of plants that flourish because of the rain. This verse reminds that this is all God's creation. Allah described all of this to convince each of His people of the greatness of God and to be grateful for the pleasure.

Word Walls strategy²² is alphabetical list of words created in the classroom for the purpose of the word study and vocabulary development. They can be as simple as a list of words written on a large sheet of butcher paper. In the

classroom where students are learning English as a second language it is

²¹ Kadar M.Yusuf,(2013), *Tafsir Tarbawi:pesan pesan Alqur'an tentang pendidikan*,Jakarta:Amzah,p135.

²² G.E Tompskin,(1997), *Literacy for the 21th Century: A Balanced Approach*. Upper Saddle River,NJ: Merril/Prentic Hall,p.98.

useful to create bilingual (or multilingual) word walls with the words written in several languages and illustrated. These word walls then serve as a reference for students as they write or interact verbally. Some teachers prefer to create a number of different word walls in the classroom, one containing high – frequently word, which the students use for reference in writing, others related to words being studied in connection to a literature or science focus unit. When the class moved on to another literature focus the words collected for the previous study can be placed on a ring and kept for students’ reference. Types of word walls and suggestion for displaying them:

a. High – frequency word

- Alphabetical list on large sheets of butcher paper
- Large bulletin boards into which individual words are added in alphabetical order.
- Clotheslines strung across the room into which large cards with a single alphabet letter are attached. Word cards then stapled to alphabet letter to form list for each letter.

b. Literature word walls

- Interesting, difficult, and unusual words from the story being studied are placed in a pocked chart ad arranged alphabetically.
- The words may be arranged on a sheet of butcher paper in the shape of something related to the story like a covered wagon or hot-air balloon.

c. Content- area word walls

- Interesting words are written on cards and displayed on a pocketed chart.
- Words are collected by entering them in the computer and printing out a large poster that is updated periodically.

b. The Nature of Word Wall Strategy

Every year, students should learn and use thousands of new words in their various subject discipline studies. They are required to perform complex tasks using new vocabulary. The use of a word wall in a classroom can be a highly effective teaching strategy to improve speaking skills. Word wall activities encourage active student participation. Gestures, such as pointing to key words during a lesson, offer visual reinforcement which can be very helpful for students. Word wall strategy activities engage students while they learn key vocabulary, whether it is learning to explain a word, to compare it to other key concepts, or to spell it.

A word wall strategy is simply a wall where words are placed for study. The words on the wall are printed in a large font so that they are visible from all student seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.

c. The Advantages of Word Wall Strategy

Word Wall strategy²³ has many advantages. They are teaching students to recognize, memorize and spell high frequency words, see patterns and relationship in build phonemic awareness skill and apply phonics rules. Word walls strategy also provide reference support for students during reading and writing activities. Students learn to be independent as they use the word walls in daily activities. Word walls strategy²⁴ can also be used:

1. To support the teaching of important general principles about words and how they work.
2. To faster writing and reading.
3. To promoted independence on the part of young students as they work with words in writing and reading.
4. To provide a visual map to help students remember connection between words and the characteristics that will help them from categories.
5. To develop a growing core of words that become part of a reading and writing vocabulary.
6. To provide reference for students during their reading and writing.

²³ P.M Cunningham,(1999), *The Teacher's Guide to the Four Blocks*.N.C, Carson Dellosa,p.23.

²⁴ B.Grubber,(1998),*Instant Word Wall High Frequency Word*. CA, Practice and Learn Right Production,p.54.

d. The Disadvantages of Word Wall Strategy

Beside the advantages this strategy also have the disadvantages, there are :

1. Many teacher lack of the time to make or prepare this game.
2. Needed many time to teach this material.
3. Not all the teachers can make or prepare this material because of the limitation of their knowledge.
4. This strategy can monotone if the teacher is not join with a games.

e. Steps in Implementing Word Walls Strategy

In teaching vocabulary, there are three steps in implementing a word walls strategy²⁵, they are:

1) Beginning word study

Decide on the format you to use and begin by brainstorming a list of words with students. To arrange the words in alphabetical order for essay access, write the words on individual cards and tape them on a wall or place them in a pocket chart. Involve the students in selecting words to be added to the word walls.

The writer made words accessible by putting them where every students can see them. They should be written in large black letters using variety of background colors to distinguish easily confused

²⁵ G.E Tompskin,(1997), *Literacy for the 21th Century: A Balanced Approach*. Upper Saddle River,NJ: Merril/Prentic Hall,p.118

word. The writer should be selective about the words that students use most commonly.

2) Using the word walls

Refer to the word walls whenever a word is discussed. Help the students to see the possibilities for the use of the word walls. If students ask for spelling of a word that is posted, draw the students' attention to it.

The writer will provide enough practice so that words are read spelled automatically and make sure that word walls are always spelled correctly.

3) Keeping the word walls interactive

Use the words for activities such as word sorts, definition games, practicing syllabication, and phoneme segmentation.

The writer and students used about word walls strategy daily to practice incorporating an activity by games.

B. Related Study

1. Based on research²⁶ "Students Vocabulary Mastery Through Word Square Method at Seven Grade Of State Islamic Junior High School", written by Asrina Amaliyah Hasibuan from Department of English Education Faculty Tarbiyah and Teaching Training States Islamic University of North Sumatera Medan in Academic Year 2016. In this

²⁶ Asrina Amaliyah Hasibuan,(2016), *Students Vocabulary Mastery Through Word Wall Square Method At Seven Grade Of Islamic Junior High School*, Thesis, Medan, States Islamic University of North Sumatera, p.1.

research use Classroom Action research and conclude and very attractive media in developing learners' language.

2. And based on research "Improving Students' Vocabulary Achievement Through Word Walls Strategy" written by Decy Anggriani from English Department Faculty of Languages And Arts State University of Medan. In this research shows good reaction on Word Walls strategy.²⁷

C. Conceptual Framework

Vocabulary is a breath of language, without vocabulary proficiency the students automatically cannot obtain the four skills of English such as listening, speaking, reading and writing.

Teaching vocabulary is a very important task in teaching English. By using good method or technique to present and revise new vocabulary items used in text book, students will find words easier to remember and will become more motivated in class so that they can improve their vocabularies ability.

Word wall strategy is alphabetical list of words created in the classroom for the purpose of word study and vocabulary development.

²⁷ Decy Anggriani, (2013). *Improving Students Achievement on Vocabulary through Word Walls*. Thesis. Medan: State University Of Medan.p.1.

D. Actional Hypothesis

Based on the explanation theoretical framework above, the hypothesis of this research is the students' vocabulary achievement it can be improved through Word Walls strategy.

CHAPTER III

RESEARCH METHDOLOGY

A. Research Setting

This research will be conducted on February- March 2020/2021 academic year. The subject in this research are students at grade eight of MTs Hifdzihil Qur'an Yayasan Islamic Centre. The number of the students consist of 25 students, those are 11 female and 14 male. The researcher choose this location because some reasons are: (1). The researcher have conducted microteaching practice in this school. (2). The location is near to the researcher's boarding house. (3). The writer wants to give contribution in this school.

B. The Instrument of Data Collection

In this research, the data was collected by using quantitative data and qualitative data.

1. Quantitative data, the writer conducted Word Walls Test. The test was given in Orientation-Test, Post-test in cycle I and cycle II.

- Multiple choices: this form of test used conduct the quantitative data.

The test that used a multiple choices test is a vocabulary achievement. The purpose of this test is to measure the students' ability mastering vocabulary.

The test created by the writer and it was combining with some resources such as; students book exercise, internet, etc. the test was conducted by the writer in order to see the students' mastery of the subject they had learnt.

2. Qualitative data is used to describe the situation during teaching process.

The qualitative data was collected by using:

- a. Observation Sheet

Observation sheet was used to observe all the condition that happened during the teaching and learning process that was filled by the English teacher as the observer to give evaluation to the writer. Based on the observation sheet, the writer could manage the classroom well. It can be seen from condition of the students which gave attention and full participation during the class. Firstly, the writer asked the student's condition and continued the teaching learning process when they were already to start it. The writer also saw the preparation of the students to bring their dictionary for helping them in finding some other vocabularies. The lesson was continued by giving motivation and suggestion to the students. It seemed that the students felt interesting in vocabulary by using Word Walls strategy.

- b. Diary notes

Diary notes were written by the writer to note personal evaluation of the situation in the class while teaching and learning process. Diary notes were used to describe writer's feeling and thoughts about the teaching and learning process. It recorded everything that happened during teaching learning process including reflection and evaluation of the implementation of Word Walls strategy in vocabulary achievement.

The diary notes indicated that the students' respected and responded to the teaching vocabulary achievement through word walls strategy. When the first time in applying this strategy, the students felt confused and looked crowded. But finally it run well give better result in vocabulary test for every meeting.

The instrument used in this research was objective test, since multiple choices is as the productive skill. The students were asked to choose the correct answer with crossing (X) a, b, c, or d.

c. Questionnaire

Questionnaire sheet was used to know the opinion of students about English subject, vocabulary, and Word Wall strategy. It was given in the last meeting when all the procedure of vocabulary achievement through word wall strategy had been conducted. From the questionnaire sheet, students agree that the strategy helped them to understand and improved their vocabulary.

C. Research Method

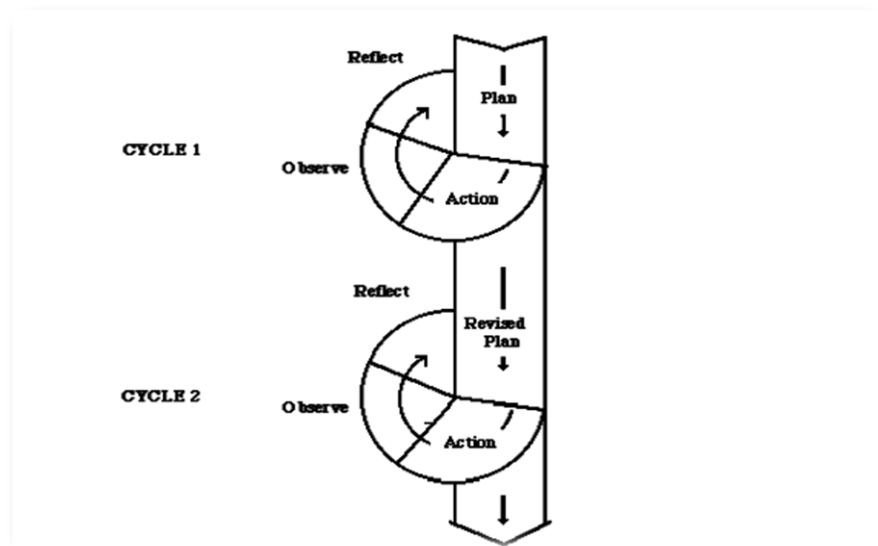
This research was conducted by classroom action research. It was meant to improve students' achievement so it was effective to use.

Sonora in Burn²⁸ state the action research is research carried out in the classroom by the teacher of the course mainly with the purpose of solving a problem or improving the teaching learning process. According to Wallace action research focuses on individual or small group professional practice and is not concerned with making general statement.

²⁸ Anne Burn,(2010),*Doing Action Research in English Language Teaching,A Guide for Practitioners*,London &New York ,Routledge,p.5.

While Kemmis and Mc Taggart ²⁹ in Burn define that action research typically involves four broad phase in a cycle of research, the first cycle may become a continuing or iterative, spiral of cycle which recur until the action research has achieved a satisfactory outcome and feels it is time to stop. It means that the second cycle is not necessary to be conducted if the class means score at the first cycle is significant. These four broad phases is a cycle of research can be seen in the following figure.

Based on the explanation above, it can be said the action research aims to improve students learning and the outcomes of teaching and learning process.



According to Kemmis & Mc Taggart (1998) as quoted by Burns (2010.5) says the action research typically involves four broad phases in a cycle of research.

1. Planning

²⁹ Kemmis & Mc Taggart, *Action Research* , Accessed on February, 28th , 2020, ([Http://www.nbpts.org](http://www.nbpts.org))

In this phase, the researcher identifies a problem or issue and develops a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where the researcher considers about what kind of investigation is possible within realities and constraints of the teaching situation and what potential improvements that are possible.

2. Action

The action is a carefully considered one which involves some deliberate intervention in the teaching situation which are put into action over an agreed period of time. The interventions are 'critical informed' as the researcher questions his assumptions about the current situations and plans new alternatives for doing things.

3. Observation

This phase involves the researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where the researcher uses 'open-eyed' and 'open-minded' tools to collect information about what is happening.

4. Reflection

At this point, the researcher reflects on, evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue that the researcher has explored more clearly. The researcher may decide to do further cycles of action research to improve the situation even more.

D. Technique of Collecting the Data

There are two cycles in this process of collecting data which every cycle was conducted in three meetings. Cycle 2 was conducted because the improvement of students in vocabulary achievement was skill low in cycle 1. So the writer conducted cycle 2 with some improvements.

Cycle 1

Cycle 1 was conducted in three meeting. The procedure are:

1. Planning

Planning is the most important before doing something. In this research, after getting the data, the writer continued to prepare everything that were needed during the research. Some preparation were:

- a. Interviewing students to obtain their problem in improving vocabulary.
- b. Preparing the pretest as instruments to collect the data about the students' achievement on vocabulary before action is given.
- c. Identifying the students' problem in learning vocabulary.
- d. Preparing the suitable material.
- e. Makin lesson plan.
- f. Designing the scenario of teaching and learning through word walls.
- g. Preparing equipment needed in the scenario of teaching and learning.
- h. Developing an observation sheet.

2. Action

a. Beginning word study

- 1) Students read a text
- 2) Students identified seven the difficult word from the students' word, to be added to the word walls.

b. Using the word walls

- 1) Teacher pronounced the words from word walls and the students repeated after the teacher.
- 2) Teacher pronounced the word from word wall and the students spelled out the word.
- 3) Students made sentence by using a word walls.

c. Keeping the word walls interactive

- 1) Students matched the word with meaning.
- 2) The students create a game.

d. Teacher gave a test (multiple choices)

All of the activities base on steps in implementing Word Walls on teaching vocabulary

So the researcher asks the students' to find out the difficult word based on the text. Afterwards, the teacher asked the students to write the difficult words on a piece of paper and then the teacher instructed them to find out the meaning of vocabulary. After getting the meaning, the students had pronounce the word in front of the class. As clearly, it includes four skill of language which the vocabulary as the fundamental of this.

3. Observation

- a. Checked the observing sheet.
- b. Took the diary notes, analyzed the classroom, wrote all of the action while giving the action , and interaction between teacher and students. The observation was done in the classroom while the teaching and learning process run. It does to know the students' interest in learning vocabulary through Word Walls and to know the influence of Word Walls in improving the students' achievement on vocabulary. The result of observation was show the teaching-learning process ran well. The students were serious when the teacher give the explanation and when they read the text, and selected the difficult words. Event most of students were serious in learning, there were some students, who made noise, imitated their friends' work and disturbed their friends.

4. Reflection

The teacher was done the evaluation of teaching and learning process by using collected and analyzed the result of vocabulary test, and the observation sheet. The result of the reflection as follows:

- a. Some of students were not active in the classroom because it was hard for them to pronounce and spell the words from word wall.
- b. Some of students could not to make a sentence because they were still lack of words.
- c. Some of students still used a dictionary in doing their task.

- d. Some of students bored while the teaching-learning process ran
- e. The way of presenting the material was not good enough. The teacher would explain. The teacher would explain the material slowly and clearly.
- f. In cycle two, the teacher would be more active in responding students' question and giving explanation.

Based on that students' vocabulary was better than before. There were one vocabulary score that had been taken. The score showed the improvement of students' achievement on vocabulary. But the percentage that activities the standard score was not satisfied yet. Only eight students got score up to 70 point. So it was needed to do the second cycle.

Cycle 2

After conducting all the phases in cycle 1, the writer found that there must be some better efforts to produce a better result. Based on reflection in cycle one, it was needed to conduct cycle two. This cycle was focus in solving the problem that was found in cycle one. Some of students were not active in the classroom. They felt hard to pronounced and spell the word from the word wall. So the teacher would pronounce the word more than once again and gave more activity to spell the words. And some of the students had difficulties in making a sentence by using the word from the word walls and use dictionary in doing their task. This cycle was also focused in improving the number of students who get the standard score 70 that had been previous cycle. This cycle was also done for three meetings. A vocabulary test was

also administered in the end of teaching – learning process. But the score was taken only in the third meeting. The details procedure of cycle two as follows:

1. Planning

After observing the data on questionnaire sheet and students' score in cycle 1, the writer conducted the second cycle and prepared some better steps of planning in order to improve students' vocabulary achievement.

The steps in this phases were:

- a. Identifying the new problems emerge in cycle one based on the result of evaluation and reflection.
- b. Revising and improving the scenario of teaching and learning vocabulary through Word Walls.
- c. Revising the lesson plan for the three meeting.
- d. Selecting a text.
- e. Preparing the item for assignment and posttest two.
- f. Designing the observation sheet.

2. Action

Since the writer saw that the students' achievement in cycle 1, so in cycle 2 there would be some revising. The steps in this phase were:

- a. Beginning word study
 - 1) Students read the text.
 - 2) Students identified ten difficult words from the text.
 - 3) Teacher selected ten difficult words from the students' work to be added to the words walls.

b. Using the word walls

- 1) Teacher pronounced the word from the word walls and the students repeated after the teacher. It did more than once more for each word.
- 2) Teacher pronounced the word from the word walls and the students spelled the word. It did more than once more for each word.
- 3) Students made a sentence by using a word from the word walls.

c. Keeping the word walls interactive

- 1) Students matched the word with the meaning.
- 2) The teacher create games.

d. Teacher gave a test (multiple choices).

3. Observation

In this step, students' participant in teaching and learning process were noted and evaluated. Based on the data, there was an improvement in the teaching and learning process. The teacher could improve her ability in teaching the class:

- a. The teacher gave motivation to the students so that the students had more spirit in teaching and learning process.
- b. The teacher pronounced the word more than once so that the students could pronounce the words well.
- c. The students could make a sentence by using a word from the word walls.

- d. The students did not use a dictionary during they did their task.

4. Reflection

After answering sheets of students' test, observation sheets, and field notes for second cycle had been collected, the teacher and her collaborator would evaluate the result of the test, the observation and field notes. It would be analyzed in order to know the surplus and the larks of the application of the revises plan that had been done.

The test is multiple choice test. There are 25 questions for each cycle. In scoring the vocabulary test, it will be determined that the ranging from 0-100 by accounting the correct answer. The correct answer is given 4 while the wrong answer is given 0 and by applying this formula:

$$S = \frac{R}{N} \times 100\%$$

In which :

S = Score of the test

R = Number of correct answer

N = Number of the question

E. Technique of Analyzing the Data

This study applied Quantitative and Qualitative data. The qualitative data will be used to describe the situation during the teaching and learning process and quantitative data will be used to analyze the score of the students. The

quantitative data will be collected and analyzed by computing the score of vocabulary test. The qualitative data analyzed from the observation sheet, diary note, photograph evidence, and questionnaire sheet to describe the improvement of students achievement on vocabulary.

To know the mean of students' score of assessment given in each treatment, the researcher applied the following formula:

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

where : \bar{X} = The mean of students scores

$\sum X$ = Total scores

N = The total number of students

Next, to categorize the number of students who are competent in vocabulary, the following formula is applied:

$$P = \frac{p}{R} \times 100\%$$

Where :

P= Percentage of students who get the point 70

R= The number of the students who get point above 70

T= Total number of students who do the best

The qualitative data will be used to describe the situation during on the teaching process. The qualitative data will be analyzed from the instrument and the interview before and after the implementation of Show and Tell method. According to Miles and Huberman the qualitative data analysis consist of three components, they are: data reduction, data display, and conclusion drawing. Those components will be explained as follows:³⁰

1. Data Reduction

The first step in analyzing the data is data reduction. Data reduction is the process of selecting, focusing simplifying, abstracting and transforming the data that listed in the field notes or transcriptions. It means that the researcher had been reducing the data before, during, and after the data as well as analyzing the data. The data reduced in this study are found in the interview transcript.

2. Data Display

After the data reduction, the second step in analyzing the data is data display, it is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyze what will happen with the data presented. In this study, the researcher used essay in displaying the data, because it is most common data display was used in qualitative research.

3. Conclusion Drawing and Verification

The last step in analyzing the data is drew conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning

³⁰ Matthew B. Miles and A. Michael Huberman, (1994), *Qualitative Data Analysis*, USA:Sage Publications, p, 10.

to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion is in the form description of the object of this study. Finally, in this step the researcher got the result and conclusion of the research.

F. Technique of Establishing the Trustworthiness

It is important to establish that the findings of the study are validity. There are various ways to establish a sense of trustworthiness and validity. According to Guba and Lincoln, the basic issue to trustworthiness is: how can inquirer persuade his/her audiences (including self) that the finding of an inquiry is worth paying attention to, worth taking account of? In this study, the researcher determines four criteria to use as the techniques of trustworthiness inquiry. They are transferability, credibility, conformability, and dependability. In this research the researcher choose the credibility trustworthiness.

Credibility contributes to a belief in the trustworthiness of data through the following attribute: (a) prolonged adequacy engagement; (b) persistent observations; (c) triangulation; (d) referential adequacy; (e) peer debriefing; and (f) member checks. Triangulation and member checks are primary and commonly used methods to address credibility.

Triangulation is accomplished by asking the same research questions of different study participants and by collecting data from different sources and

by using different methods to answer those research questions. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause study participants to willingly fill in any gaps from earlier interviews. Trust is an important aspect of the member check process.³¹

³¹ Andrew K .Shenton,(2004), *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*,Education for Information: (Northumbria University:Lipman Building),p.63

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consisted of two sections, there were research finding and discussion. The research finding presented the description of the data collected through test, diary note, observation sheet, interview and documentation. And then the discussion consisted of the result of the research. Here are the explanation about research finding and discussion.

4.1 Research Finding

This study was applied by using quantitative and qualitative data. The qualitative data were taken from observation sheets, diary notes, and questionnaire. The quantitative data were taken from the mean of students in taking vocabulary test. This research was conducted in the eighth grade at MTs Hifzil Qur'an Medan which consisted of 25 students. It was accomplished in two cycles. Every cycle consisted of four steps action research (planning, acting, observing, and reflecting). The first cycle including pre- test conducted in four meetings. The second cycle was conducted in three meetings, so there were seven meetings altogether. In the last meeting every cycle, the students were given a progressive test.

4.1.1 Quantitative Data

In the preliminary study, the students did the vocabulary test. The vocabulary test was carried out in last meeting within two cycles. Every cycle consisted of three meetings. So the students' vocabulary test score were taken once in one cycle. And orientation score was taken in the first meeting.

The score of students showed improvement the continuously. The improvement of the students' score on vocabulary through Word Walls strategy can be seen from the mean got in orientation test, cycle one and cycle two as follows:

Table 4.1 Students' Vocabulary Score From Pre Test

No	Students Initial Name	Pre Test	Successfull Criteria over 70
1	AP	36	Unsuccessful
2	AK	56	Unsuccessful
3	AS	36	Unsuccessful
4	DS	40	Unsuccessful
5	DY	52	Unsuccessful
6	DF	68	Unsuccessful
7	DP	36	Unsuccessful
8	ES	80	Successful
9	EW	48	Unsuccessful
10	PG	40	Unsuccessful
11	ID	48	Unsuccessful
12	IS	44	Unsuccessful
13	MS	44	Unsuccessful
14	AG	48	Unsuccessful
15	NS	48	Unsuccessful
16	NM	32	Unsuccessful
17	PK	32	Unsuccessful
18	RW	44	Unsuccessful

19	PI	60	Unsuccessful
20	RW	72	Successful
21	RM	32	Unsuccessful
22	SK	52	Unsuccessful
23	SP	52	Unsuccessful
24	SA	44	Unsuccessful
25	VA	68	Unsuccessful
	Total ΣX	1212	
	Mean X	48.48	

From the result of pre-test that can be seen above, show that there were more than 21 students who get unsuccessful in pre-test. And only 2 person who get successful in pre-test. In addition the total score of students in pretest was 1212. Then the number of students who took the test was 25 students. And the mean of students are in the following formula.

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1212}{25} = 48.48$$

25

From the result of analysis show that students speak vocabulary achievement still low. The mean of students score was 48.48. And the

percentage of students vocabulary mastery who took test was calculated by following formula:

P = The percentage of students who get the point up 70

R = The number of students who get point up 70

T = The total number of students

$$P = \frac{R \times 100\%}{T}$$

T

$$P1 = \frac{2 \times 100\%}{25} = 8\%$$

25

Table 4.2 Students' Vocabulary Score From Post test 1 (cycle one)

No	Students Initial Name	Post test 1	Successfull Criteria over 70
1	AP	60	Unsuccessful
2	AK	76	Successful
3	AS	68	Unsuccessful
4	DS	52	Unsuccessful
5	DY	72	Successful
6	DF	80	Successful
7	DP	48	Unsuccessful
8	ES	92	Successful
9	EW	52	Unsuccessful
10	PG	64	Unsuccessful

11	ID	60	Unsuccessful
12	IS	56	Unsuccessful
13	MS	64	Unsuccessful
14	AG	68	Unsuccessful
15	NS	60	Unsuccessful
16	NM	44	Unsuccessful
17	PK	56	Unsuccessful
18	RW	60	Unsuccessful
19	PI	72	Successful
20	RW	88	Successful
21	RM	40	Unsuccessful
22	SK	56	Unsuccessful
23	SP	72	Successful
24	SA	60	Unsuccessful
25	VA	72	Successful
	Total ΣX	1592	
	Mean X	63.68	

From the result in the table above, we can see that in post test 1 there were 8 students who get successful or >70. and there were 17 students who get unsuccessful or <70. And here are the mean of students:

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{1592}{25} = 63,68$$

From the formula above we can see that in post test 1 the data was improved but still low, that can be seen from data were the total score of students in vocabulary achievement was 1592. And the total mean score of students in vocabulary achievement was 63.68. But here the researcher wants students get higher score than post test 1. So, the researcher want to do post test 2. Before doing post test 2, researcher wants to calculated students percentage who get successful and unsuccessful in vocabulary achievement by using this formula:

P = The percentage of students who get the point up 70

R = The number of students who get point up 70

T = The total number of students

$$P = \frac{R \times 100\%}{T}$$

$$P1 = \frac{8 \times 100\%}{25} = 32\%$$

25

Table 4.3 Students' Vocabulary Score From Post test 2 (cycle two)

No	Students Initial Name	Post test 2	Succesful Criteria over 70
1	AP	76	Successful

2	AK	88	Successful
3	AS	80	Successful
4	DS	60	Unsuccessful
5	DY	84	Successful
6	DF	92	Successful
7	DP	56	Unsuccessful
8	ES	100	Successful
9	EW	84	Successful
10	PG	80	Successful
11	ID	84	Successful
12	IS	64	Unsuccessful
13	MS	80	Successful
14	AG	76	Successful
15	NS	84	Successful
16	NM	56	Unsuccessful
17	PK	68	Unsuccessful
18	RW	76	Successful
19	PI	80	Successful
20	RW	96	Successful
21	RM	64	Unsuccessful
22	SK	84	Successful
23	SP	88	Successful
24	SA	80	Successful
25	VA	88	Successful
	Total ΣX	1976	

	Mean X	79.04	
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From the result in the table above, we can see that in post test 2 there were 19 students who get successful or >70. and there were 6 students who get unsuccessful or <70. From the total number . And here are the mean of students:

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

$$\bar{X} = \frac{1976}{25} = 79.04$$

From the formula above we can see that in post test 2 the data was improved but still low, that can be seen from data were the total score of students in vocabulary achievement was 1976. And the total mean score of students in vocabulary achievement was 79.04. But here the researcher want students get higher score than post test 1. So, the researcher want to do post test 2. Before doing post test 2, researcher wants to calculated students precentage who get successful and unsuccessful in vocabulary achievement by using this formula:

P = The percentage of students who get the point up 70

R = The number of students who get point up 70

T = The total number of students

$$P = \frac{R \times 100\%}{T}$$

$$P1 = \frac{19 \times 100\%}{25} = 76\%$$

Table 4.4 The Percentage of Students who got point up to 70

Competence Test	Percentage
Pre-Test	8%
Post- Test I	32%
Post- Test II	76%

The result of percentage of students master during the research showed that percentage of students master improved in each test. In the pre-test there was only 8% (one student) who got point up 70, because the teacher did not gave the treatment to the students yet.

In the post-test I there was improvement of percentage of students who got point up to 70 namely 32% (8 students). In the post-test I (cycle- I), the students did not get meaningful changes score from pre-test I to post-test I, although the teacher had applied Word Walls strategy in teaching vocabulary. It was many students were not seriously or active in doing the task because they did not know what to do even they just imitated their friends' task. Besides that, the lack of students' interest in

learning English, lack of motivation and control the teacher, makes the students were not seriously. In observation sheet and diary notes showed that many students were not respectful to the teacher's explanation about Word Walls strategy, they did not want to ask about the topic in learning English.

4.1.2 Qualitative Data

The qualitative data were taken from observation sheet, diary notes, and questioner sheet. The research was done in two cycle:

1) Cycle I

In this cycle the researchers conducted four steps: planning, acting, observing, and reflecting. There are two meetings held for students. A test was given in the end of learning process. The steps for this cycle were:

a. Planning

In the planning step, the researcher prepared the lesson which consists of main competency and basic competency that had see in the syllabus based on teaching materials. Then the researcher prepared the teaching and learning process resources, such as observation sheets, test evaluations, and attendance lists in order to know students' activity during the teaching and learning process.

In this phase, there were some activities done by researcher, they were:

a. Making lesson plan

b. Preparing media which needed in action

c. Preparing observation sheet, interview sheet and diary notes.

b. Action

In this step, the teacher conducted activities according to the schedule that was arranged in the planning stage. The teacher starts the class, the teacher did the appreciation by greeting students, checking the student attendance list, and asking them to pray together.

There were many activities while doing the research in the second cycle. There were:

a. The teacher explained the procedures of the learning word walls strategy.

b. Students identified seven the difficult word from the students' word, to be added to the word walls.

c. Teachers gave the topic and shared the pictures

d. The teacher ask the students to write a list of question related to the picture.

e. The teacher asked students to form a discussion group.

e. The teacher provides an example with a picture that has been explained in front of the class.

f. Each student must write down the answer from the picture that the teacher has given in the form of descriptive text.

g. The teacher closed the meeting, and collected the results of the students' answer and motivated students to be more active in learning.

c. Observation

Observation sheet was used to observe the level of the students' activities during teaching learning process. The observation was focused on situation of teaching vocabulary process in word walls strategy.

Based on the observation sheet, the researcher encourages students to be motivated to express good ideas. Furthermore, students listen to and pay attention to the teacher's explanation and follow the instructions from the teacher.

d. Reflection

The researched evaluated the teaching and learning process in the end of the first cycle. The researcher as teacher asked the students about their difficulties and problems in understanding the lessons in the teaching and learning process. The evaluation of two meetings became the researchers' reflection in making cycle II. Cycle II was conducted to achieve increasing student scores which referred to the results of the post- test I, so the second cycle was concluded. Researchers also need to take corrective action. The researcher decided to make some actions to improve the students' ability in writing descriptive texts in cycle II, such as:

- a. In this case, the teacher increases her ability to presenting material. The teacher speaks clearly, so that students could understand the teacher instructions.
- b. In controlling the class, the teacher will be assisted by collaborators to control the group. So that all students do not made noise.

- c. In order for students to be more active, teachers provide more opportunities to answer questions.
- d. The teacher will direct students who are not actively answering questions, so that all students have the opportunity to express their opinions.

2) Cycle II

The cycle II was done based on the result of cycle I. If the results of the observations indicated that the quality was still low, so it was needed another action in order the next cycle made some improvement of the quality. The steps that were done by the researcher in the cycle II were:

a. Planning

In the planning, the researcher prepared the lesson plan based on the teaching material, improved the teaching media, prepared the teaching aid, and prepared the observation sheets.

b. Action

In the step, the research prepared all things better that first cycle. There were many activities while doing the research in the second cycle. There were:

- a. Giving the instruction how to described based on the picture.
- b. Teachers gave the topic and shared the pictures
- c. The teacher ask the students to write a list of question related to the picture.

d. Teacher pronounced the word from the word walls and the students repeated after the teacher. It did more than once more for each word.

e. Teacher pronounced the word from the word walls and the students spelled the word. It did more than once more for each word.

f. The teacher asked students to form a discussion group.

g. The teacher provides an example with a picture that has been explained in front of the class.

h. Each student must write down the answer from the picture that the teacher has given in the form of descriptive text.

i. The teacher closed the meeting, and collected the results of the students' answer and motivated students to be more active in learning.

c. Observation

As the previous meeting, in this stage the researcher also observed the learning process that was helped by the English teacher as the collaborator. Based on the observation sheet, the researcher can manage the class effectively and efficiently. The researcher focused in the teaching and learning process and student activities during the teaching and learning process had been observed.

d. Reflection

In this phase, the researcher could reflect the data whether the action given could improve students' writing ability. The researcher could be concluded as follow:

- a. The students' did not feel bored in writing, and express all the ideas they want to write down to make good a sentences.
- b. The researcher can make improvement of students' vocabulary by word walls strategy.
- c. The students' score in the second cycle had improved then in the first cycle. Their percentage of pre-test was 8%, post-test of cycle I was 32%, and the score of cycle II was 76%.

4.2 Research Finding

The finding of this research is that Word Walls strategy can help the students improve their vocabulary achievement. By applying this Word Walls strategy, the score of the students in vocabulary kept increasing from the orientation-test until the post-test of cycle II. It was proved by the data which showed that the mean of the students in post-test II (79.04) was higher than that of the post-test I (63.68) and also higher than that of pre-test (48.48).

The qualitative data taken from the observation sheet and questionnaire sheet also showed that students interest in vocabulary by using word walls strategy because word walls strategy can be a solution for them in facing difficulties of vocabulary learning. The students looked enjoyed the class and applied the technique well. The strategy was very useful to help the students to improve their vocabulary which was lack of stocks of English words.

Then, from the observation sheets, there was significant progress that was shown in every meeting, especially in the second cycle, the students were enthusiastic, active and interested in studying. Their attention became better and their mistakes were decreased.

Last questionnaire sheets showed that most of the students' considered that word walls make the vocabulary learning process become easier and they could know whether their vocabulary are good or not.

Based on the results of quantitative and qualitative data, it was found that the use of word walls strategy helped students to improve vocabulary achievement.

4.3 Discussion

This Classroom Action Research consisted of two cycles and each cycle was conducted in three meetings. Before applying word walls strategy, in the first meeting there was an orientation test to get the students' problem faed in study English. Based on the result in cycle-I test, it was found that the studentsfelt confused to know about word walls strategy. After knowing students problem in study English, the treatment was began that was done in two cycles. Each cycle carried out four steps: planning, action observation, and reflection.

The effect for word walls strategy, the students was easier in the learning process and the students can understand correctly vocabulary. From the these data, there is the improvement of teaching and learning process between first cycle and second cycle. The results of the research, it could be seen from the

table of the improvement of the students' score got better in the post-test I than the pre-test, and the post-test II got better than post-test I.

Based on the explanation above, it shows that using word walls strategy to improve the students' vocabulary achievement got a good improvement. Therefore, there was any significant of using the word walls strategy on the students' vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the analysis of the data, it was found that the mean score of posttest was higher than the mean score of pretest. That was, the mean score of the pretest was 48.48, in the second test in cycle-1 test, the mean was 63.68, and the third test in cycle-II, it had a chance that was an improvement to be 79.04.

It could be concluded that, the use of Word Walls strategy was enjoyable in teaching learning English, especially in improving students' vocabulary mastery. By using word walls strategy, students were interested, fun and enjoyable in learning English, because it was easier for students to understand and motivated them to learn the better lesson.

5.2 Suggestion

After the researcher made the conclusion of teaching vocabulary by using word walls strategy to the students of Grade VIII in MTs Hifzil Qur'an Medan. The researcher would suggest to the teachers and students.

1. To the teacher

The teacher who has directly involved to the teaching-learning process is suggested to improve the implementation of his/her technique in teaching vocabulary.

The teacher will be able to employ various techniques in vocabulary teaching. The use of various in teaching can keep the

students' interested in learning. When it learns, it will help the students to keep the concentration in their subject.

2. For the students

The students who learn English, especially vocabulary has to enhance their motivation to learn and involve in the teaching-learning process as actively. After getting some new words, the students are expected not only to able to remember and recognize but they also can apply it in making sentence.

3. For the Other Researcher

To other researchers, this research can be useful to collect information about the research related to students' vocabulary mastery field. The other researchers also can use Word Walls strategy with different subjects/respondents to find out the advantages of this strategy in improving students' vocabulary skills.

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APPENDIX A

OBSERVATION SHEET

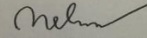
Date : July 30th, August 01st, 06th, 08th (cycle-1) and
August 08th, 13th, 29th (cycle II)

The number of students : Class of VIII-1 Mts Hifzil Qu'ran Medan

Focus	Topic	Cycle 1		Cycle II	
		Yes	No	Yes	No
Self/ the researcher as a teacher	1. The teacher comes on the class in time.	✓		✓	
	2. The teacher's ability in opening the lesson.	✓		✓	
	3. The teacher greets the students.	✓		✓	
	4. The teacher gives motivation to the students.	✓		✓	
	5. The teachers' ability in presenting the material.	✓		✓	
	6. The teacher uses media to present the material.	✓		✓	
	7. The teacher gives a chance to students ask question.	✓		✓	
	8. The teacher asks the students to ask which part they don't understand yet.	✓		✓	
	9. The teacher observes students' activities and behavior while the class is running.	✓		✓	
	10. The teacher asks one of students who is intensively.		✓	✓	
	11. The teacher asks some students to come in front of class to do the teacher's instruction.	✓		✓	
	12. The teacher asks the students to do	✓		✓	

	exercise.				
	13. The teacher concludes the material teaching and learning process.	✓		✓	
	14. The teacher ability in using the time effectively.	✓		✓	
	15. The teacher close the class on time	✓		✓	
Students	1. Students listens/pay attention to the teacher explanation about the topics.	✓		✓	
	2. Explanation deliver question when the teacher gives them a chance.	✓		✓	
	3. Students ask the teacher about Word Walls provided.	✓		✓	
	4. Students read the text.	✓		✓	
	5. Some of students are still confuse and do not know what to do.	✓			✓
	6. Students mark the difficult words.		✓	✓	
	7. Students write their word on individual cards.	✓		✓	
	8. All of students come to follow the test.	✓		✓	
	9. Students use the dictionary to help them knowing the content of the text		✓	✓	
	10. The students use dictionary to find out the meaning of the words.	✓		✓	
	11. Students use dictionary to do their test.		✓		✓
	12. All of students bring dictionary with them.	✓		✓	
	13. Students give good response to the activities in the classroom.		✓	✓	
	14. Students are interesting to the teacher's instruction and explanation.	✓		✓	
	15. Students are interesting in Word Wall strategy provided.	✓		✓	
	16. All of students collect questionnaire sheet.	✓		✓	
Context	1. The classroom is far from crowded		✓	✓	
	2. The classroom is comfortable (clean, calm)	✓		✓	
	3. The classroom is noisy.	✓		✓	
	4. The classroom has media such as whiteboard, marker, duster.	✓		✓	

Approved by, English teacher



Melva Hairany, S.Pd

APPENDIX B**QUESTIONNAIRE SHEET**

Choose one of the following statements whether you, 3= strongly agree, 2= agree and 1= disagree with these statements. Do answer honestly. Put a checklist (✓) in appropriate answer.

NO	STATEMENTS	CHOICES		
		3	2	1
1.	Word Walls make the vocabulary learning process become easier for me.	✓		
2.	Word Walls can be a solution for me facing difficulties of vocabulary learning.	✓		
3.	Word Walls are interesting for me.		✓	
4.	I can improve my vocabulary by word walls.		✓	
5.	I can also build up my social relationship in the team.		✓	
6.	I enjoy Word walls when doing learning process.	✓		
7.	I and my friends can exchange many information related to the material.		✓	
8.	I and my friends always give comments and suggestion in order to improve our vocabulary.		✓	
9.	In the team, I can do cross correction with my friends so that my vocabulary skill will be better than before.	✓		
10.	Word Walls are easy to be understood for me.	✓		
11.	By Word Walls, I can know whether my vocabulary is good or not.		✓	
12.	Word Walls are not difficult to be practiced in the class.		✓	
13.	I am eager if the teacher uses the strategy in vocabulary teaching.	✓		

APPENDIX C

DIARY NOTES

Thursday, July 30th, 2020

It was the first meeting. The first meeting of the research was the orientation- test. During the test, many of them seemed very difficult to do the test, because they did not have good preparation. They were really surprised when the writer gave a test for them and prohibited them to read the dictionary and work cooperatively. There were some of students made noisy in doing the test, but other students looked so serious in doing test.

Saturday, August 01nd, 2020

It was the second meeting. That was the first day of teaching-learning process. The students gave a good response. The teacher explained the topic. All of them paid attention and listened to the teacher's explaining in front of the class. When the teacher gave a reading text and asks to the students to underline unfamiliar word based on their own, some of them still confused. Moreover, when they were asked to do exercise, all of them were so enthusiast even though most of them seem not serious because they often spoke to their chair mate.

Thursday, August 06th, 2020

It was the third meeting with the students. And they still taught about classroom. The teacher asks students to read the text and identify Noun, Verb, and Adjective. The students write down Noun, Verb and Adjective word on their cards. Teacher selects the word card to be added on the Word Walls after that teacher make some sentences by using words from Word Walls.

Teacher asks the students to make some sentences by using word from word walls. The students more paid attention to the teacher explanation and enthusiast to make some sentences. The students looked enjoy and happy during the teaching learning process. Even though some of them not seriously and chat with their friend.

Saturday, August 08th, 2020

It was the fourth meeting. Students were very excited in this meeting. They were already wanted to continue the study before. In this phase, they were asked to answer the cycle I-test. They paid the attention to listened to the instruction. While, some of them were uncertain to do the test and asks to rehearse the study before. In answering the test, some of them still asked their friends for the answer. But teachers always warned to do the test honestly and correctly. Although they had problem in answering the question, but they still excited in the afternoon.

Thursday, August 13rd, 2020

It was the fifth meeting. First, the students were reminded about their score in the cycle I. Some od students said the learning English was difficult, but some of them said it was difficult but interesting and they could be having fun. Then the teacher encouraged the students to keep trying doing their best in learning English, especially keeping vocabulary in their mind, in that meeting, the teacher taught them about House. Teacher gives a reading text and asks to the students to underline unfamiliar word based on their own. The students write down the unfamiliar word on their cards. Teacher selects the difficult word from the students' card to be added on the Word Walls.

Teacher and students pronounce one by one and then the teacher pronounce the word and students spell the word. Teacher asks students to write some words that they remind. The students gave the response.

Saturday , August 29th, 2020

It was sixth meeting. Students' participant in this meeting more increased than the previous meeting. During the discussion of the passage or text some of them raised the question about unfamiliar vocabulary while the others were so active to search over their dictionary. They looked more enjoyable and enthusiastically to do exercise.

Thursday, September 03rd, 2020

In this last meeting, teacher creates the game. Teacher divides the students into four group so that the students could review what had been learnt before the test gave to them. Then, the teacher gave the vocabulary test consisted of 25 items for each students. They have only 30 minutes to do the test. They were very confident to answer the test by themselves. At the end, before leaving the class, the writer thanked to them for their attention during teaching learning process.

APPENDIX D**INTERVIEW SHEET****Interview for the English teacher****(Before Classroom Action Researcher)****Interview Kepada Guru Bahasa Inggris (Mts Hifdzihil Quran Yayasan
Islamic Centre Medan)****Interviewer : Layla Mufida NS****Interviewee : English Teacher in Mts Hifdzihil Quran Medan****Profession : English Teacher****Researcher:** Apakah siswa dikelas ibu suka belajar bahasa inggris?**Teacher:** *Ada yang suka ada yang tidak***Researcher:** Metode apa yang biasa ibu lakukan untuk mengajar *vocabulary* pada siswa ?**Teacher:** *sebelumnya ibu hanya menggunakan metode listening music, itupun sesekali.***Researcher:** Adakah teknik yang ibu gunakan dalam pengajaran *vocabulary*?**Teacher:** *teknik yang ibu pakai biasanya, menyuruh siswa mencari vocabulary yang tidak paham artinya dalam sebuah tulisan dibuku atau saya kasih sebuah cerita pendek yang saya buat.*

Researcher: Adakah kesulitan yang sering ibu hadapi dalam mengajar *vocabulary* pada siswa?

Teacher: *tentunya ada, biasanya siswa kalau tidak tau tahu arti dari sebuah kata, langsung tidak mau tau dan merasa kesulitan.*

Researcher: Media apa yang biasa ibu gunakan dalam mengajar *vocabulary*?

Teacher: *listening musik and games*

Researcher: Bagaimana partisipasi siswa ketika belajar Bahasa Inggris?

Teacher: *hanya beberapa yang antusias selebihnya, biasa saja*

Researcher: Untuk mengetahui sukses nya pembelajaran, tugas apa yang selalu ibu berikan?

Teacher: *ibu selalu memberikan latihan kepada siswa setelah pembelajaran selesai.*

Researcher: Apakah sebelumnya ibu pernah mendengar metode pengajaran *Word Walls*?

Teacher: *Iya pernah*

APPENDIX**Interview for the English Teacher****(After Classroom Action Research)****Interview Kepada Guru Bahasa Inggris Mts Hifdzihil Quran Yayasan****Islamic Centre Medan****Interviewer : Layla Mufida NS****Interviewee : English Teacher Mts Hifdzihil Quran Medan****profession : English Teacher**

Researcher: Bagaimana kemampuan siswa dalam pembelajaran *vocabulary* setelah menggunakan *Word Walls strategy*?

Teacher: *Alhamdulillah, mereka sedikit demi sedikit tau vocabulary*

Researcher: Bagaimana penguasaan *vocabulary* siswa setelah di terapkan *strategy Word Walls*?

Teacher: *Sangat baik sekali*

Researcher: Bagaimana partisipasi siswa ketika pembelajaran *vocabulary* menggunakan metode *Word Walls* berlangsung?

Teacher: *Sangat antusias sekali, banyak yang paham dan mengerti*

Researcher: Masalah apa sajakah yang terlihat ketika belajar *vocabulary* menggunakan *Word Walls*?

Teacher: *Yang pertama, masih ada beberapa siswa, tidak banyak sih, yang cuek dan ngantuk dalam proses pembelajaran menggunakan Word Walls.*

Researcher: Apa pendapat Ibu setelah melihat penggunaan *Word Walls* strategy dalam pembelajaran di kelas?

Teacher: *Pendapat saya, sangat membantu sekali , siswa banyak yang ingin menggunakan Word Walls, karena mudah diingat dan ditempel dinding.*

Researcher: Menurut pendapat Ibu, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran *vocabulary* dengan menggunakan *Word Walls* strategy?

Teacher:*Alhamdulillah sangat lancar, dan berjalan dengan baik. Semua murid fokus dan antusias*

Researcher: Setelah melihat pembelajaran *vocabulary* dengan menggunakan *Word Walls* strategy, apakah strategi ini efektif diterapkan pada pembelajaran *vocabulary*?

Teacher: *Sangat efektif sekali, siswa jadi mudah mengerti.*

Researcher: Menurut Ibu, apakah strategi pembelajaran *Word Walls* dapat memperkaya *vocabulary* siswa dalam bahasa Inggris?

Teacher: *Tentu saja, karena selain membantu mengingat vocabulary, siswa juga ingin terus menggunakan Word Walls dalam setiap pembelajaran bahasa Inggris.*

APPENDIX**Interview the Students Before Classroom Action Research**

Researcher: Apa yang kamu pikirkan tentang pelajaran bahasa Inggris?

Student 1: *Susah miss*

Student 2: *Gak suka Miss, gatau artinya*

Student 3: *Suka Miss, tapi gak bisa ngomongnya*

Researcher: Apa yang kamu pikirkan tentang kemampuan vocabulary kamu?

Student 1: *Gak tau miss*

Student 2: *Gak banyak miss*

Student 3: *Yes no, yes no miss*

Researcher: Dapatkah kamu memberitahu kesulitan mu dalam menguasai vocabulary?

Student 1: *Kesulitannya miss, hari ini ingat besok udah gak ingat miss*

Student 2: *Gak ingat miss artinya, susah*

Student 3: *Susah ingat dan susah bacanya miss*

Researcher: Bagaimana kamu meningkatkan *vocabulary* mu sampai saat ini?

Student 1: *Belajar dirumah lagi miss*

Student 2: *dihapal lagi miss pas dirumah*

Student 3: *gak ada miss, susah sekali miss*

Researcher: Metode apa yang kamu sukai saat belajar Bahasa Inggris?

Student 1: *Listening musik miss, lagu barat miss*

Student 2: *gatau miss*

Student 3: *Games miss, tebak tebak kata*

APPENDIX**Interview the Students After Classroom Action Research****(Using Word Walls Strategy)**

Researcher: Apakah kamu menyukai belajar bahasa Inggris menggunakan metode Word Walls?

Student 1: *Suka sekali miss, seru*

Student 2: *Suka miss*

Student 3: *iya miss seru kali*

Researcher: Apa yang kamu pikirkan tentang kemampuan *vocabulary* kamu setelah belajar menggunakan Word Walls?

Student 1: *Saya ingat dua kata miss tiap belajar bahasa Inggris*

Student 2: *Iya miss, bisa lihat di dinding tulisannya setiap hari jadi ingat miss*

Student 3: *Gak pala lihat buku lagi miss, lumayan banyak ingat miss*

APPENDIX E

LESSON PLAN (CYCLE 1)

Subject	: English
School	: Mts Hifdzihil Quran Yayasan Islmic Center
Medan	
Class /Sem	:VIII/2
Topic	:Things around us
Genre	:Descriptive
Skill	:Reading and Vocabulary
Time	:2 x 40 minutes (3 Meetings)

1. Standard Competence
Reading:
Comprehend meaning of short functional text and simple essay in the form of descriptive related to daily life and to access knowledge.
2. Basic Competence
Expressing functional meaning of descriptive text fluently, accurately, and acceptable in oral and written language.
3. Indicator
 - a. Reading loudly the descriptive text.
 - b. Identifying the vocabulary related to the text.
 - c. Comprehending the vocabulary related to the text.
 - d. Pronouncing the vocabulary related to the text.
 - e. Spelling the vocabulary related to the text.
 - f. Making a sentence by using the word.
4. Teaching Objectives
At the end of the learning process, the students are able to:
 - a. Read the text with the good utterance, stress, and intonation.
 - b. Pronounce the vocabulary correctly.
 - c. Spell the vocabulary correctly.
 - d. Make a good sentence.
5. Teaching Media
Card and Marker
6. Teaching Material
A descriptive text about classroom.

Our Classroom

The students study at the school. There are many classrooms in the school. This is our classroom. It is large. The floor is always clean. We clean it every morning. It has a whiteboard, a door and four windows. The walls is white. On the wall, there are some pictures, a calendar, the symbol Garuda (our state symbol), the picture of a president and Vice President.



The cupboard is interpersonal the corner and globe is above it. There are twenty desk and forty chairs for the students, and there is a chair and a table for the teacher. There is a small box on the wall near the blackboard. In this box there are some pieces of chalk and an eraser. On the wall in the right side, there are some National hero pictures and on the wall in the left side there are some mathematic pattern, alphabetic, etc.

7. Teaching Method

- a. Reading the text
- b. Discussion
- c. Lecturing

8. Teaching and Learning Activity

No	Learning Activity	Time
1.	a) Introduction <ul style="list-style-type: none"> • Teacher greet the students • Brainstorming about the topic • Asking and answering the question such as : <ul style="list-style-type: none"> ✓ What do you think about your class? ✓ Can you mention things in your class? 	10'
2.	Exploration <ul style="list-style-type: none"> • Introduction the topic to the students • Asking the students about their prior knowledge that relate the topic. 	
) Elaboration <ul style="list-style-type: none"> • Teacher will give the instruction to the students about the Word Walls strategy. • Teacher gives a reading text and asks to the students to underline unfamiliar word based on their own. • Students identified seven the difficult word from the students' word, to be added to the word walls. • The students write down the unfamiliar word on their cards • Teacher selects the difficult word from the students' card to be added on the Word Walls • Teacher and students pronounce one by one • Teacher pronounce the word and the students spell the word • Teacher asks students to write some words that they remind. 	60'
3.	Confirmation <ul style="list-style-type: none"> • Giving the positive feedback to the students 	

	<p>who can finish of Word Walls strategy tell their object.</p> <ul style="list-style-type: none"> • Giving the motivation to the students • The students could make a sentence by using a word from the word walls. • The students did not use a dictionary during they did their task. 	
	<p>Closing</p> <ul style="list-style-type: none"> • Asking the difficulty during the teaching and learning process. • Teacher conclude the lesson • Closing the lesson by praying and giving closing-greeting 	10'

9. Source

Wardiman, Artono and friends.2008 English in Focus for Grade VIII Junior High School (SMP/MTS).Jakarta. Madju Offset

10. Evaluation

Assessment

Students write ten words that they remind.

11. Scoring rules

For evaluation:

$$S = \frac{R}{N} \times 100\%$$

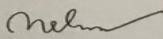
Where :

S = score of the text

R = number of the correct answer


N = number of the question

Approved by, English teacher


Melva Hairany, S.Pd

Medan , Agustus 2020

The researcher


Layla Mufida Ns
NIM: 0304161055

Perceive
Headmaster of Mts Hifzil Quran Medan



Dabih Harahap S.Pd.I.M.SI

LESSON PLAN (CYCLE 1I)

Subject	: English
School	: Mts Hifdzihil Quran Yayasan Islmic Center Medan
Class /Sem	:VIII/2
Topic	:Things around us
Genre	:Descriptive
Skill	:Reading and Vocabulary
Time	:4 x 40 minutes (3 Meetings)

1. Standard Competence

Reading:

Comprehend meaning of short functional text and simple essay in the form of descriptive related to daily life and to access knowledge.

2. Basic Competence

Expressing functional meaning of descriptive text fluently, accurately, and acceptable in oral and written language.

3. Indicator

- a. Reading loudly the descriptive text.
- b. Identifying the vocabulary related to the text.
- c. Comprehending the vocabulary related to the text.
- d. Pronouncing the vocabulary related to the text.
- e. Spelling the vocabulary related to the text.
- f. Making a sentence by using the word.

4. Learning Objectives

By the end of the lesson, the students are able to:

- a. Read the text with the good utterance, stress, and intonation.
- b. Pronounce the vocabulary correctly.
- c. Spell the vocabulary correctly.
- d. Make a good sentence.

5. Teaching Media

Card and Marker

6. Teaching Material

A descriptive text about house.

FOR SALE

Two storey house. It is located near Patrol highway, Juanda street No.4, Flores. The house consist of the following.

- A living room, a drawing room, a dining room, a study room. A kitchen, two bathrooms and a garage.
- Children's and nanny's bedrooms upstairs and a main bedroom downstairs.
- A refrigerator, an electric fan, and a television.
- Kitchen utensils. Such as pots , pans, kettles, gas stoves, and the kitchen sink.

It also has 3000 V power, telephone line , hotspot, and writer heater.

Serious buyer contacts Tia 930484



7. Method

- Reading the text
- Discussion
- Lecturing

8. Teaching and Learning Activity

No	Learning activity	time
1.	<p>Introduction</p> <ul style="list-style-type: none"> • Teacher greet the students • Brainstorming about the topic • Asking and answering the question such as: <ul style="list-style-type: none"> ✓ What do you thing about house? ✓ How many room are there in your house? ✓ Can you mention things in your house? 	10'
2.	<p>Exploration</p> <ul style="list-style-type: none"> • Introduction the topic of the students • Asking the students about their prior knowledge that relate the topic • Asking the students that related with the material 	
3.	<p>Elaboration</p> <ul style="list-style-type: none"> • Teacher will give the instruction to the students about the Word Walls strategy. • Teacher gives a reading text and asks to the students to underline unfamiliar word based on their own. • The students write down the unfamiliar word on their cards.. • Teacher pronounced the word from the word walls and the students spelled the word. It did more than once more for each word. • Teacher pronounced the word from the word walls and the students repeated after the teacher. It did more than once more for each word. • Students made a sentence by using a word from the word walls. 	60'

4.	<p>Confirmation</p> <ul style="list-style-type: none"> • The teacher gave motivation to the students so that the students had more spirit in teaching and learning process. • The teacher pronounced the word more than once so that the students could pronounce the words well. 	
	<p>Closing</p> <ul style="list-style-type: none"> • Asking the difficulty during the teaching and learning process • Teacher conclude the lesson • The teacher gives the feedback for the students • The teacher advices the students to remember the lesson 	10'

9. Source

Wardiman, Artono and friends, 2008. *English in Focus for Grade VIII Junior High School (SMP/MTs)*. Jakarta, Madju Offset

10. Evaluation

Vocabulary test: Multiple choices that consist of 25 items

11. Scoring rules

For evaluation:

$$S = \frac{R}{N} \times 100\%$$

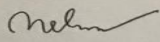
Where :

S = score of the text

R = number of the correct answer


N = number of the question

Approved by, English teacher


Melva Hairany, S.Pd

Medan, Agustus 2020

The researcher


Layla Mufida Ns
NIM: 0304161055

Perceive

Headmaster of Mts Hifzil Quran Medan



Dahrin Harahap S.Pd.I.M.SI

APPENDIX F**PRE – TEST****MTs HIFDZIHIL QUR'AN YAYASAN ISLAMIC CENTRE**

NAME :

CLASS :

Choose the correct answer with crossing (x) a, b, c, or d!

1. The room is dark, please turn on the ...
 - a. Lamp c. Door
 - b. Fan d. AC

2. The students write their lesson on the...
 - a. Chair c. Blackboard
 - b. Table d. Cupboard

3. How many windows in the class...
 - a. 5 windows c.7 windows
 - b. 9 windows d.8 windows

4. X : can you help me ?
 Y : Yes, of course. What can I do for you?
 X : please, this bag to my room
 Y : yes, Sir
 - a. Help c. Give
 - b. Has d. Bring

5. What is the color of cupboard in the class?
 - a. Red c. brown
 - b. Yellow d. black

6. When the teacher enter the class the class leader say “.....”
 - a. Get out c. shy
 - b. Sing d. Stand up

7. You sit on the
- a. Table c. Chair
 - b. Floor d. Window
8. The teacher on the whiteboard using marker.
- a. Type c. Draw
 - b. Read d. Write
9. The students wear
- a. Tshirt c. Uniform
 - b. Blouse d. Singlet
10. is the place that the students can find a lot of books. What place is this?
- a. Toilet c. Computer room
 - b. Office d. Library

11. What things can you find from the picture?



- a. Chair, meat, noodle c. bag, book, soap
 - b. Table, o'clock, car d. blackboard, cupboard, eraser.
12. The students write their task in...
- a. Whiteboard c. Lesson book
 - b. Chair d. Exercise book

13. is a place in the school to buy some foods or drinks. What place is this ?

- a. Toile c. Canteen
- b. Hospital d. Office

14. The room for student to study is

- a. Laboratorium c. Class
- b. Canteen d. Parking area

15. The students write their task in...

- c. Chair c. Note book
- d. Whiteboard d. Exercise book

16. Bali reads an English book in the ...

- a. Market c. Library
- b. Bedroom d. Canteen

17. My father always reads every morning.

- a. Song c. Computer
- b. Magazine d. Newspaper

18. If you study hard, you will bein your examination.

- a. Sad c. Unsuccess
- b. Stupid d. Success

19. We must help our friends when he is ...

- a. Angry c. Difficulty
- b. Sad d. Funny

20. The word "help" has similar meaning with...

- a. Damage c. Disturb
- b. Assist d. Ruin

Complete the following sentence using the following words !

White and Blue, Canteen, Whiteboard, Lamp, Marathon

21. The teacher write the material in the.....
22. The color of uniform is
23.is the place to buy food and drink.
24. I like reading before going to.....
25. The room is dark, please turn on the ...

APPENDIX G**POST – TEST (I)****MTs HIFDZIHIL QUR’AN YAYASAN ISLAMIC CENTRE**

NAME :

CLASS :

Choose the correct answer with crossing (x) a, b, c, or d!

1. Diana’s house is From my home. So , I always come to her house.

- | | |
|---------|-----------|
| a. Near | c. long |
| b. Far | d. . High |

2.is the place to save the car. What place is this?

- | | |
|-------------|------------|
| a. Bedroom | c. Garage |
| b. Bathroom | d. kitchen |

3.is the place to gathering and relaxing with family. What place is this?

- | | |
|----------------|----------------|
| a. Garage | c. Dining room |
| b. Living room | d. Garden |

4. This room is.....Please turn on the AC

- | | |
|-----------|---------|
| a. Bright | c. Dark |
| b. Shiny | d. Hot |

Look at the picture to answer number 5-6!



5. What things can you find from the picture?
- a. Door, window, spoon c. Door, Fork, Garden
b. Garage, Door, window d. Garden. Plate, window
6. What the color of the garage?
- a. Brown c. purple
b. Red d. Yellow
7. Spoon, plate and knife are in the.....
- a. Garage c. Office
b. Kitchen d. Room
8. The gardener that works at my house The grass every Sunday and Monday.
- a. Cuts c. Comes
b. Plans d. Trains
9. Intan is a She teaches English in our class. Every students love her.
- a. Kind teacher c. Emotional Teacher
b. Arrogant teacher d. Ugly Teacher
10. My sister is doctor. She works in Adam Malik Hospital. She ... the patients there.
- a. Ignores c. Thinks
b. Finds d. Helps
11. Layla needs to After school.
- a. Rest c. Working
b. Watching d. Washing
12. I will take a plate in the
- a. Living room c. Bathroom

- b. Kitchen d. Dining room
13. I am writing a letter by using
- a. Plate c. Knife
b. Spoon d. Pen
14. I will.... My blue and white dress to Sasya's party.
- a. Wear c. Go
b. Lose d. Hang
15. The child a milk in the kitchen.
- a. Drink c. Watch
b. Wash d. Read
16. I... glass of milk this morning.
- a. Drink c. Drunk
b. Drank d. Drinking
17. Is the place to rest and sleep. What is the place?
- a. Living room c. Bedroom
b. Dining room d. Bathroom
18. I want to the spicy noodle.
- a. Drink c. Bring
b. Eat d. Give
19. Everyone has to get off the Bus at the
- a. Terminal c. Yard
b. Airport d. Stasiun
20. Her hobby is volleyball .
- a. Singing c. Washing

- b. Dancing d. Playing

Complete the following sentence using the following words!

Kitchen , living room, bathroom, garden, and garage.

21. The place to save the car and motorcycle.
22. The place to take a bath
23. The place to gathering and relaxing with our family.
24. The place to channel the hobby of farming and plans the flower.
25. The place to cooking and washing the plates.

APPENDIX H**POST – TEST (II)****MTs HIFDZIHIL QUR'AN YAYASAN ISLAMIC CENTRE**

NAME :

CLASS :

Choose the correct answer with crossing (x) a, b, c, or d!

1. Is the place to rest and sleep. What is the place?
a. Living room c. Bedroom
c. Dining room d. Bathroom

2. Spoon, plate and knife are in the.....
a. Garage c. Office
b. Kitchen d. Room

3. The gardener that works at my house The grass every Friday and Saturday.
a. Cuts c. Comes
b. Plans d. Trains

4. Indah is a She teaches English in our class. Every students love her.
a. Kind teacher c. Emotional Teacher
b. Arrogant teacher d. Ugly Teacher

5. My sister is doctor. She works in Adam Malik Hospital. She ... the patients there.
a. Ignores c. Thinks
b. Finds d. Helps

Look at the picture to answer number 6-7!



6. What the color of the garage?
- a. Red
 - b. Brown
 - c. Green
 - d. Yellow
7. What things can you find from the picture?
- a. Door, window, spoon
 - b. Garage, Door, window
 - c. Door, Fork, Garden
 - d. Garden. Plate, window
8. My sister is doctor. She works in Adam Malik Hospital. She ... the patients there.
- a. Ignores
 - b. Finds
 - c. Thinks
 - d. Helps
9. Layla needs to After school.
- a. Rest
 - b. Watching
 - c. Working
 - d. Washing
10. I will take a plate in the
- a. Living room
 - b. Kitchen
 - c. Bathroom
 - d. Dining room
11. I am writing a letter by using
- a. Plate
 - b. Spoon
 - c. Knife
 - d. Pen
12. I will.... My blue and white dress to Sasya's party.

- a. Wear c. Go
- b. Lose d. Hang

13. The child a milk in the kitchen.

- a. Drink c. Watch
- b. Wash d. Read

14. I... glass of milk this morning.

- a. Drink c. Drunk
- b. Drank d. Drinking

15. Is the place to rest and sleep. What is the place?

- a. Living room c. Bedroom
- b. Dining room d. Bathroom

16. I want to the crispy banana.

- a. Drink c. Bring
- b. Eat d. Give

17. Everyone has to get off the Bus at the

- a. Terminal c. Yard
- b. Airport d. Stasiun

18. Her hobby is Basketball

- a. Washing c. Playing
- b. Watching d. Singing

19. Siska 's house isFrom my home. So , I always come to her house.

- a. Near c. long
- b. Far d. . High

20.is the place to save the car. What place is this?

- a. Bedroom
- b. Bathroom
- c. Garage
- d. kitchen

21.is the place to gathering and relaxing with family. What place is this?

- a. Garage
- b. Living room
- c. Dining room
- d. Garden

22. This room is.....Please turn on the AC

- a. Bright
- b. Shiny
- c. Dark
- d. Hot

Complete the following sentence using the following words!

Kitchen , living room, and garden

- 23. The place to cooking and washing the plates.
- 24. The place to channel the hobby of farming and plans the flower.
- 25. The place to gathering and relaxing with our family.

APPENDIX I**KEY ANSWER OF PRE- TEST**

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

- 21. Whiteboard
- 22. White and Blue
- 23. Canteen
- 24. Marathon
- 25. Lamp

APPENDIX J**KEY ANSWER OF POST- TEST****CYCLE I**

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

CYCLE 11

- | | |
|-------|-------|
| 1. C | 11. D |
| 2. B | 12. A |
| 3. A | 13. A |
| 4. A | 14. B |
| 5. D | 15. C |
| 6. B | 16. B |
| 7. B | 17. A |
| 8. D | 18. C |
| 9. A | 19. A |
| 10. B | 20. C |
| | 21. C |
| | 22. D |

21. Garage

22. Bathroom

23. Living room

24. Garden

25. Kitchen

23. Kitchen

24. Garden

25. Living room

APPENDIX K**Students attendance list**

No	The Initial of Students	First Meeting	Second Meeting	Third Meeting	Fourth Meeting	Fifth Meeting	Sixth Meeting
1.	AP	✓	✓	✓	✓	✓	✓
2.	AK	✓	✓	✓	✓	✓	✓
3.	AS	✓	✓	✓	✓	✓	✓
4.	DS	✓	✓	✓	✓	✓	✓
5.	DY	✓	✓	✓	✓	✓	✓
6.	DF	✓	✓	✓	✓	✓	✓
7.	DP	✓	✓	✓	✓	✓	✓
8.	ES	✓	✓	✓	✓	✓	✓
9.	EW	✓	✓	✓	✓	✓	✓
10.	FG	✓	✓	✓	✓	✓	✓
11.	ID	✓	✓	✓	✓	✓	✓
12.	IS	✓	✓	✓	✓	✓	✓
13.	MS	✓	✓	✓	✓	✓	✓
14.	AG	✓	✓	✓	✓	✓	✓
15.	NS	✓	✓	✓	✓	✓	✓
16.	NM	✓	✓	✓	✓	✓	✓
17.	PK	✓	✓	✓	✓	✓	✓
18.	PL	✓	✓	✓	✓	✓	✓
19.	RW	✓	✓	✓	✓	✓	✓
20.	RM	✓	✓	✓	✓	✓	✓
21.	SK	✓	✓	✓	✓	✓	✓
22.	SP	✓	✓	✓	✓	✓	✓
23.	SA	✓	✓	✓	✓	✓	✓
24.	TA	✓	✓	✓	✓	✓	✓
25.	VA	✓	✓	✓	✓	✓	✓

APPENDIX L

Documentation











مدرسة الثانوية حفظ القرآن
YAYASAN ISLAMIC CENTRE SUMATERA UTARA
MADRASAH TSANAWIYAH HIFZIL QUR'AN MEDAN
 NSM: 121212710066 NPSN: 60727938

Jl. Willem Iskandar / Selamat Ketaren Medan 20222 Telp. 061 - 6627322 - 6627332

SURAT KETERANGAN

Nomor : 140/MTs/YIC-SU/IX/2020

Madrasah Tsanawiyah Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara, dengan ini menerangkan bahwa :

Nama : LAYLA MUFIDA. NS
 T.T./Lahir : Tanah Gembus, 20 Desember 1997
 NIM : 0304161055
 Sem/Jurusan : VIII (Delapan) / Pendidikan Bahasa Inggris
 Alamat : Jl. Besar Tembung No. 10 Percut Sei Tuan Deli Serdang

Benar nama tersebut di atas telah melaksanakan *Riset* mulai dari tanggal 28 Juli s/d 05 September 2020 pada Madrasah Tsanawiyah Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara untuk keperluan penyusunan Skripsi S1 yang bersangkutan dengan judul :

"IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH WORD WALLS STRATEGY AT EIGHT GRADE OF MTs HIFZHIL QURAN MEDAN "

Demikian surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan sebagai mana mestinya.

Medan, 05 September 2020
 Kepala Madrasah,

 DAHRIN HARAHAP, S. Pd I. M.Si