THE EFFECT OF USING WORD WALL MEDIA ON VOCABULARY MASTERY OF THE GRADE VII STUDENTS SMPN 1 LEMBAH SORIK MARAPI

Thesis

Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of S.Pd in English Department

Written By:

SUKRI HABIBI
Reg. No. 18 203 00100

**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY SYEKH
ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024**

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2024**

LETTER AGREEMENT

Term   : Result Seminar

a.n. **Sukri Habibi**

Padangsidimpuan, 02nd October 2023

To: **Dean**

Tarbiyah and Teacher

Training Faculty

In-

Padangsidimpuan

Assalamu 'alaikumwarohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Sukri Habibi**, entitled **"The Effect of Using Word Wall Media on Vocabulary Mastery of The Grade VII Students SMP N 1 Lembah Sorik".** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department,Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullahwabarakatuh.

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DECLARATION OF SELF THESIS COMPLETION

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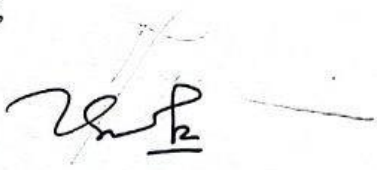**Sukri Habibi**

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LEGALIZATION

Thesis : **The Effect of Using Word Wall Media on Vocabulary Mastery of The Grade VII Students SMP N 1 Lembah Sorik**

Written By : **Sukri Habibi**

Reg.No : **18 203 00100**

Faculty/Department : **Tarbiyah and Teacher Training Faculty/TBI**

The Thesis had been accepted as a partial fulfillment of the Requirement

for Graduate Degree of Education (S.Pd.)

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ABSTRACT

Name   : Sukri Habibi

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Title of thesis   : The Effect of Using Word Wall Media on Vocabulary Mastery of the Grade VII Students SMP N Lembah Sorik Marapi

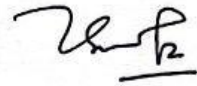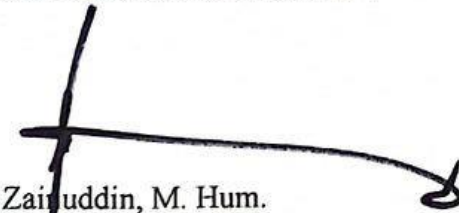This research focussed on the effect of using word wall media on vocabulary mastery of the grade VII students SMP N Lembah Sorik Marapi**.** The students problem in this research were : 1) The students have less vocabulary mastery, 2) Difficult to read and pronounce the vocabulary 3) have less motivation, 4) Hard to remember vocabulary, 5) and Lack of media. The purpose of this study was to 1) examine the students' vocabulary mastery before using word wall media at the VII grade students' of SMPN 1 Lembah Sorik Marapi, 2) To examine the students' vocabulary mastery after using word wall media at the VII grade students of SMP N 1 Lembah Sorik Marapi, 3) To examine whether there is significant effect of word wall media on vocabulary mastery at the VII grade students of SMPN 1 Lembah Sorik Marapi. The kinds of this study was quantitative research. There were 54 students which 27 as the control group and 27 as the experimental group. This study use total sampling which take the whole population as the sample. To get the data, the researcher used mutiple choice form to know how far students in mastering the vocabulary. The result of this study found that the students' vocabulary mastery before studying by using Word Wall Media was 62.00 (less category). Then, the students' mean score in vocabulary after Word Wall Media implemented, the mean was 72.00 which is classified s good category. From the findings above, it can be kown that there was significant effect of Word Wall Media to students' vocabulary mastery.

Key words*: Word Wall Media, Vocabulary Mastery*

ABSTRAK

Nama	: Sukri Habibi
Nim	: 1820300100
Judul Skripsi	: Pengaruh Penggunaan Media Dinding Kata Dalam Penguasaan Kosa Kata Kelas VII SMP N1 Lembah Sorik Marapi.

Penelitian ini fokus pada pengaruh penggunaan media Word Wall terhadap penguasaan kosakata siswa kelas VII SMP N Lembah Sorik Marapi. Permasalahan siswa dalam penelitian ini adalah : 1) Siswa kurang dalam penguasaan kosakata, 2) Sulit membaca dan mengucapkan kosa kata 3) Kurangnya motivasi, 4) Sulit mengingat kosa kata, 5) dan kurangnya penggunaan media. Tujuan dari penelitian ini adalah untuk 1) menguji penguasaan kosakata siswa sebelum menggunakan media word wall pada siswa kelas VII SMPN 1 Lembah Sorik Marapi, 2) Untuk mengetahui penguasaan kosakata siswa setelah menggunakan media word wall pada siswa kelas VII SMPN 1 Lembah Sorik Marapi, 3) Untuk menguji apakah terdapat pengaruh yang signifikan media word wall terhadap penguasaan kosakata siswa kelas VII SMPN 1 Lembah Sorik Marapi. Jenis penelitian ini adalah penelitian kuantitatif. Terdapat 54 siswa, dimana 27 orang sebagai kelompok kontrol dan 27 orang sebagai kelompok eksperimen. Penelitian ini menggunakan total sampling yaitu mengambil seluruh populasi sebagai sampel. Untuk mendapatkan data, peneliti menggunakan pilihan ganda untuk mengetahui sejauh mana siswa dalam penguasaan kosakata. Hasil penelitian ini meneunjukkan bahwa penguasaan kosakata siswa sebelum belajar dengan menggunakan media Word Wall adalah 62,00 (kategori kurang). Kemudian, kosakata siswa setelah penerapan Word Wall Media, rata-ratanya adalah 72,00 yang tergolong dalam kategori baik. Dari temuan di atas, dapat diketahui bahwa terdapat pengaruh yang signifikan dari Media Word Wall terhadap penguasaan kosakata siswa.

Kata Kunci*: Media Word Wall, Penguasaan Kosa Kata*

خلاصة

إسم	:	سكري حبيبي

رقم : ١٨٢٠٣٠٠١٠٠

موضوع : تأثير استخدام وسائط جدار الكلمات في إتقان المفردات لدى طلاب الصف السابع

مدرسة ١ الثانوية وادي سوريك ميرابي

يركز هذا البحث على تأثير استخدام وسائط جدار الكلمات على إتقان المفردات لدى طلاب الصف السابع في مدرسة الثانوية وادي سوريك ميرابي. وكانت مشاكل الطلاب في هذا البحث هي: ١) عدم إتقان الطلاب للمفردات. ٢) صعوبة في قراءة ونطق المفردات ٣) قلة الدافعية. ٤) صعوبة في تذكر المفردات. ٥) نقص وسائل الإعلام. الغرض من هذا البحث هو١) اختبار إتقان الطلاب للمفردات قبل استخدام وسائط جدار الكلمات لطلاب الصف السابع في مدرسة وادي سوريك ميرابي . ٢) لتحديد مدى إتقان الطلاب للمفردات بعد استخدام وسائط جدار الكلمات لطلاب الصف السابع في مدرسة الثانوية ١ وادي سوريك ميرابي. ٣) لاختبار ما إذا كان هناك تأثير كبير لوسائل جدار الكلمات على إتقان المفردات لدى طلاب الصف السابع في مدرسة الثانوية ١ وادي سوريك ميرابي. هذا النوع من البحث كمي مع بيانات من ٥٤ طالبًا، ٢٧ شخصًا كمجموعة ضابطة و ٢٧ شخصًا كمجموعة تجريبية. يستخدم هذا البحث العينة الإجمالية، أي أخذ جميع السكان كعينة. وللحصول على البيانات استخدم الباحثون نموذج الاختيار من متعدد لمعرفة مدى إتقان الطلاب للمفردات. وقد توصلت نتائج هذه الدراسة إلى أن مستوى إتقان الطلاب للمفردات قبل الدراسة باستخدام وسائل الإعلام جدار الكلمة بلغ ٦٢.٠٠ (فئة ضعيفة). ثم بلغ متوسط مفردات الطلاب بعد تطبيق وسائل الإعلام جدار الكلمة٧٢.٠٠ وهو جيد. من النتائج المذكورة أعلاه، يمكن ملاحظة أن هناك تأثيرًا كبيرًا لوسائل حائط الكلمات على إتقان المفردات لدى الطلاب.

الكلمات الرئيسية : وسائط جدار الكلمات، إتقان المفردات

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This thesis can't be considered perfect without critics and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion to make this better.

Padangsidimpuan, 02nd October 2023

Researcher

Sukri Habibi
Reg. No. 1820300100

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is one of the important language elements that should developed by students. Vocabulary is very crucial in order to construct the phrases, clauses, sentences, and paragraphs that are used in speaking, listening, reading, and writing. Students cannot do anything with four skills if they do not know vocabulary and any single words well. However, mastering English vocabulary is not easy for Indonesian students because English absolutely different with Indonesian language. They are different in spelling, pronunciation and meaning. So, to achieve the language skills, Indonesian students should have learned a lot of about English vocabulary.

Vocabulary is an important component of language in learning a language, especially in English as a foreign language. Learner need to master vocabulary, the more vocabularies are mastered by learners, the better will be their performance an all aspect in learning of English and therefore students who enrich in vocabularies will be successful in language learning.

Teaching English to students Junior High School is not easy because the students are generally aggressive, move from one place to another places, disturb their friends or eating snacks in the classroom when the teacher to the lesson, get the students to be enjoyable in learning, friendly and respect. Most of the students said that English is difficult to learned and make confused. That is the reason why the teacher must have ability to create the technique and

friendly environment to stimulate the students, maintain interest to various activities and give the students successful in learning.

Moreover, in junior high school one of the purposes of learning English itself is in ordering to have a lot of vocabulary to master in all of the skill in English. Thus, vocabulary is one of the significant parts of English, and it's learning in an efficient way is very considerable. There many subjects or materials taught in this level such as vocabulary (nouns, adjectives, verbs, and so on), reading, speaking, and etc, and also based on their syllabus and their ability in teaching English.

However, many students have difficulties in vocabulary.[1] The main problem of vocabulary is the students less in vocabulary mastery. The students are difficult to read and pronounce the vocabulary so make the students lazy to learn English vocabulary. The students have lack motivation in learning vocabulary. The motivation of the students in learning English vocabulary still less. It makes the students feel not sure of getting satisfactory grades in learning English vocabulary. The students are not able to finish the tasks English that given by the teacher.

The students are difficult in remembering new vocabulary. The students are difficult in remembering new words that given by the teacher, they are lazy to pronounce and remember the words. When the teacher gives the vocabulary to the students, only one day they remember the words, and tomorrow if the

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[1]NH, *Private Interview with English Teacher on September* 14th, 2019 in SMPN 1 Lembah Sorik Merapi.

teacher asks the vocabulary again, the students forget and don't know what the teacher said.

The last problem, the teacher cannot make an interesting learning process in the classroom. The teacher asks the students to read the vocabulary. Then the teacher asks the students to translate it to Indonesian language and tell the meaning about the words. As a result the students become bored and cannot enjoy the learning process in the classroom.

Actually, there are many media of teaching and learning English vocabulary that can be used by English teacher, such as flash card, picture dictionary, picture word, word card, word wall, guessing word, and so on. Every media of course has advantages and disadvantages. That is why the English teacher should be wise and skillful to determine the suitable and interesting media of teaching and learning English Vocabulary which is appropriate with this school and the students' condition. This research used word wall as a strategy to help the students to solve the problem about vocabulary.

Then, Cronsberry states that word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in the classroom.[2] So, word wall is a list of words arranged alphabetically by the teacher in class to develop words and vocabulary. Furthermore, according to Amelia et al, Word Wall is a literacy tool consisting of an organized collection of words displayed in large letters visible on a wall, bulletin board, or other display surface in the

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[2]Jennifer Cronsberry, "Word Wall A Support for Literacy in Secondary School Classrooms," 2004, p.3, www.curriculum.org.

classroom.[3]It helps facilitate students to improve their vocabulary It meant the technique direct students' attention to the words on the wall during the lessons, in this way the students saw the progress in developing their reviewed of vocabulary and have a reference point when working on other vocabulary building activities.

The result of many researchers shown that word wall media can improve students' vocabulary mastery. Then, in Urbayati's research, [4] She found that there was a significant improvement after using word wall on students' vocabulary mastery. Word wall will help students see patterns and relationship in words, thus building phonics and spelling skills. Another previous study by Nuzulina shown that word wall media can improve students' vocabulary mastery.[5] Word wall provide reference support for children during reading and writing activities. So, word wall has any effect on students' vocabulary mastery.

Based on the above explanation, the researcher is interested in conducting a research entitle "The Effect of Using Word Wall Media on Teaching Vocabulary Mastery At Grade VII SMPN 1 Lembah Sorik Marapi".

B. Identification of the Problem

Based on the preliminary study that the writer conducted at SMPN 1 Lembah Sorik Marapi, problems are identified:

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[3]Yezzie Amelia, Feny Martina, and Zelvia Liska Afriani, "The Effect Of Word Walls Media On Students' Vocabulary Mastery" 1, no. 2 (2022): 12, https://rb.gy/iwg7q.

[4] Chusnul Urbayati, ""The Effect of Word Wall Media on Students' Vocabulary Mastery at the Seventh Grade of SMPN 5 Kediri in the Academic Year 2016/2017" 1, no. 2 (2017): 9, shorturl.at/sEFR5.

[5] Siska Nuzulina, "The Influence of Using Word Wall Toward Students' Vocabulary Mastery at MTs Al-Furqan Dumai," 2011, 12, shorturl.at/gswP1.

1. The students less vocabulary mastery.

2. The students have difficulties to read and pronounce the vocabulary, it make the students lazy to learn English vocabulary.

3. The students have lack motivation in learning vocabulary.

4. The students feel difficult in remembering new vocabulary that given by the teacher

5. The teacher cannot make an interesting learning process in the classroom so that students become bored when studying.

C. Limitation of the Problem

Based on the identification of the problems above, there are some kinds of vocabulary. Such as nouns, verb, pronouns, adjective, adverb, conjunction, synonym, antonym and soon. Here the researcher discuss one of the kinds of vocabulary only, the kinds of vocabulary is noun by using word wall media.

D. Formulation of the Problem

1. How is the students' vocabulary mastery before using word wall media at the VII grade students of SMPN 1 Lembah Sorik Marapi?

2. How is the students' vocabulary mastery after using word wall media at the VII grade students of SMPN 1 Lembah Sorik Marapi?

3. Is there any significant effect of word wall media on vocabulary mastery at the VII grade Students SMPN 1 Lembah Sorik Marapi ?

E. Objectives of the Research

Based on the formulation of the research above, the researcher determined the objectives of the research are:

1. To examine the students' vocabulary mastery before using word wall media.at the VII grade students' of SMPN 1 Lembah Sorik Marapi

2. To examine the students' vocabulary mastery after using word wall media at the VII grade students of SMPN 1 Lembah Sorik Marapi

3. To examine whether there is significant effect of word wall media on vocabulary mastery at the VII grade students of SMPN 1 Lembah Sorik Marapi.

F. Significances of the Research

1. This research can support English teachers to apply this method in learning vocabulary and make teachers able to continue to be creative in teaching which will make students enjoy the teaching and learning process.

2. This research can support students to improve vocabulary mastery which makes students able to easily remember new vocabulary, reduce difficulties in reading and pronouncing vocabulary, and maintain students' interest in learning English. so that students can complete the tasks given by the teacher easily.

3. This research can support researchers to enrich the method of mastering vocabulary and word wall. Researchers know what problems occur in the student learning process that make students less interested in learning

English. Researchers are also able to find out in depth about teaching vocabulary using word walls.

G. The Definitions of Operational Variables

The researcher would convey a few significant speculations of this examination. Subsequently, there are two factors, they are:

1. Word Wall Media is one of the media use to support the teaching and learning process that can be seen from all angles of the class which facilitates the learning process.

2. Vocabulary mastery is an individual skill from the set of al word and their meaning that understood and use it by speaker, both on spoken on written language.

H. Outline of the Thesis

In this study, researchers organize the structure of the study into five chapters. Each chapter contains sub-chapters with the following names: The first chapter consists of Problem Background, Problem Identification, Problem Limitations, Problem Formulation, Research Objectives, Research Implications, Instrumental Variable Definitions, and the final chapter.

Chapter 2 consists of a theoretical description of definition of vocabulary, kinds of vocabulary, vocabulary mastery, the important of vocabulary, word wall media, how to use word wall medi, a review of relevant results, a conceptual framework, and a hypothetical description.

Chapter 3 consists of research methodology, which consists of time and place of research, research methodology, population and sample, research equipment, techniques of data collection, techniques of data analysis

The forth chapter, it presesents the result of the research, it is talking about data analysis, description of the data and threats of the research . Finally, Chapter 5 consists of conclusions that draw conclusions about the results of the research and propositions that provide suggestions for readers, teachers, and future researchers.

THEORETICAL DESCRIPTION

A. Vocabulary

1. Definition of Vocabulary

In learning a new language, vocabulary has an important role. It is a component that must be mastered by every students in learning a language. Students cannot master the language being learned by them without learning about vocabulary. Students need a lot of vocabulary in order master listening, speaking, reading, writing and to understand a message or text written in that language. This explains the importance of vocabulary in language learning which will help students in building their language skills. So, it is clear that vocabulary is a basic need as a group of words which have meanings can be said as the definition.

Several authors have defined the meaning of vocabulary. The first, Ur defined vocabulary as the word that is taught in the foreign language. However, a new vocabulary may be more than a single word which is arranged from two or three words that conveys a meaning. Besides, there is multi words idiom where the meaning of the phrase cannot be concluded from an analysis of component word.[6] Idiom has their own meaning, it cannot be translate word per word. This link to Harida opinion which mention that idiom is one of the English vocabulary.[7] It is a combination of

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[6] Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 1991), p.60.

[7] Eka Sustri Harida, "Forming English Idioms," *English Education2* 1, no. 1 (2014): 64.

word that should master by learners to get a figurative meaning. Then, Hornby in Advance Learners Dictionary of Current English says that, vocabulary is: (1) all the words that a person knows or uses, (2) all the words in a particular language, (3) the words that people use when they are talking, and (4) a list of words with their meanings, especially in a book for learning a foreign language.[8] It means vocabulary refers to the all words that someone had. Next, Rayani mention that vocabulary is the stock of words on which they can draw in expressing people selves.[9] Here, vocbulary using to express feeling and emotion of someone. So, it can be inferred that vocabulary is the word that someone used in daily life. It also refers to the amount of words that someone have.

Vocabulary is the words that person uses, particular language, uses for talking and have meaning. Then, Richards and Renandya also stated that vocabulary is one prominent part of language learning that will become a basis so the students can listen, speak, write, and read well.[10] Then, Hatch and Brown define vocabulary as a list of target language words for particular language or a list of words that the individual speaker might be.[11] By having many vocabularies, someone would be easier to communicate.

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[8] As Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), P. 1506.

[9] Fitri Rayani Siregar, "Teachers' Techniques in Teaching Vocabulary for Beginner Class," *English Education 2* 3, no. 1 (15AD): 57.

[10] J. C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, n.d.), P. 255.

[11] Evelyn Hatch and Cherryl Brown, *Vocabulary, Semantic, and Language Education* (Cambridge: Cambridge University Press, 1995), P. 1.

Based on the above definition, the researcher concludes that vocabulary is one of the components of language, which is important in language learning. Because it is the basic material for mastering the four language skills; listening, speaking, writing, and reading. Then obviously people would not be able to express their ideas, and communicate effectively without vocabulary, so there would be no language.

2. **Kinds of Vocabulary**

There are many kinds of vocabulary, and in this case the author includes several opinions according to experts. As in opinion Aebersold and Field, vocabulary was classified into two categories; they are receptive and productive vocabulary.[12]

1. Receptive or passive vocabulary is a set of word that the students' understand and recognize when they occur in a context but they cannot be used in speaking or writing. The students have a general sense of a word's meaning but they are not sure its meaning.

2. On the other hand, productive or active vocabulary is the vocabulary that the students' understand and recognize, can pronounce correctly, and use in speaking and writing. From this explanation, it can be concluded that there are some vocabularies which should be known by the learner although they did not use it productively in speaking and writing.

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[12] J. N. Aebersold and Marry L. F., *From Reader to Reading Teacher* (Cambridge: Cambridge University Press, 1998), P. 11.

In this research, noun would be the material that in experimental class. Common noun which consist of animal, things, and public building is the focus that discuss in this research.

So, to make students understand vocabulary, Muria and Olshthain classified vocabulary into content and function words.[13] Content words include verbs, adjective and nous. While function words include adverbs, pronouns, prepositions, determiners, auxiliary verbs. Then, Muria and Olshthain explained clearly about kinds of vocabulary the learner should know. The learners need to learn both content and function words together and know how to use them. The learners also need to distinguish which one is verb or adverbs, adjective and nouns.

Furthermore, Burry classified vocabulary into six kinds. They are:

a. Word classes

Word classes also known as part of speech. They are divided into eight classes, such as: verb, nouns, pronoun, adjective, adverb, preposition and determiners.

1) Nouns

Nouns are words which are used to denote a person, thing, or place. These are all common nouns. There are also proper nouns which are the names of a specific person, place, event etc. for example: Tree, Car, Budi, Java. so on.

2) Verbs

Verbs are words that are used to tell the reader or listener what is happening in the sentences. Some examples of verb are go, write, read, walk, eat and so on.

3) Pronouns

Pronouns are words that are used to replace a person or thing. Pronouns are usually treated as a special sub-class of nouns. This is because they stand in for a noun or group of nouns. For example: I, you, we, they, he, she and it.

4) Adjectives

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[13] Marianne Celce-Muria and Elite Olshtain, *Discourse and Context in Language Teaching.* (Cambridge: Cambridge University Press, 2000), P. 76.

Adjectives are words that are used to explain or modify a person, place, or thing. An adjective gives the reader or speaker extra information about a noun or delimits it in some way. For example: young, old, handsome, beautiful, new, etc.

5) Adverbs

Adverbs are words that used to describe verb adjectives or adverbs, for example: arrived early, early, slowly, upstairs, , ago and so on.

6) Prepositions

Preposition, are words that are used with a noun or pronoun that are placed in front of them to show a relation between these words with another part of the sentence. They include words like in, on, at, into under, beside, through, inside, before, opposite.

7) Conjunctions

Conjunctions are words that are used to connect word on a group of words or sentences. Conjunctions are usually used in the adverbial clause. There are two kinds of conjunctions; coordinating conjunction (for example: and, but, or) and subordinating conjunction (for example: when, because, if and although.)

8) Determiner

The determiners-words like"a", "the", "some", "this", "last". To make easier in learning, Thornbury divide them into two groups; they are grammatical words or function words and content words. Grammatical words consist of preparations, conjunctions, determiners and pronouns.[14]

So, the correct sequence in part of speech is noun, pronoun, verb, adjective, adverb, preposition, conjungtion, and interjection. On the other hand, content words are usually nouns, verb, adjectives and adverbs. Grammatical words belonged to the domain of grammar teaching, while the teaching of vocabulary was more concerned with content words.

In addition, based on Montgomery 2007, there are some kinds of vocabulary. They are listening, reading, speaking and writing vocabulary.

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[14] Scott Thornburry, *How to Teach Vocabulary* (Malaysia: Longman Press, 2002), P 3-10.

a. Listening Vocabulary

Listening vocabulary refers to all the words that a person hears and understands while listening, which may come from another person or object.. Additionally, someone can detect the baby's sounds or the words of a parent or someone else talking.. These words are obtained by listening to someone else or understood by someone while listening to a call as a listening vocabulary.

b. Speaking Vocabulary

Speaking vocabulary is words that are used when someone speak. People's speaking vocabulary are limited and much less than listening vocabulary due to ease of use.

c. Reading Vocabulary

Reading vocabulary is words that can be understood or recognized when reading text.

d. Writing Vocabulary

Writing vocabulary is words that can be used and understood when writing. Many written words do not commonly appear in speech, it is because there are some quite difficult words in written when switch it into speech.[15]

By knowing the kinds of vocabulary, it can be inferred that vocabulary is needed in all the skills such as listening, writing, reading and

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[15] Judy Montgomery, *Bridge Of Vocabulary* (Washington: Western Washington University, 2007), 34.

speaking. Mastering vocabulary is the first principle in studying language. Knowing many vocabulary can be easier to master the skills.

3. **Vocabulary Mastery**

Vocabulary mastery plays an important role in learning a language. There are some definitions of mastery that are proposed by experts. Next, Swannel defines mastery as worthy of a master skill, use, or knowledge.[16] This definition is supported by Hornby who defines mastery as great knowledge about or understanding of a detail knowledge. Mawar et al said that mastery come from word master which means a person very skilled and able in some work, profession, and science. [17] From this definition it comes to the conclusion that mastery means the competency to understand and apply something learned. Then it can be said that vocabulary mastery is the competency to learn or understand a number of words learned.

Vocabulary mastery is always being an essential part of English. Jeremy Harmer said that in real life we can cancel out the grammatical structures because it does not have any potential for expressing meaning unless words are used.[18] Without having proportional English vocabulary, students will get some difficulties in using English.

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[16] Julia Swannel, *The Little Oxford Dictionary of Current English.* (Oxford: Clarendom Press, 1980), P. 656.

[17] Seri Mawar, Eka Sustri Harida, and Fitri Rayani Siregar, "Improving Students' Vocabulary Mastery Through Word Square Modeling at Grade VII SMP Negeri 5 Padangsidimpuan," *Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 3, no. 2 (2017): 238.

[18] Jeremy Harmer, *The Practice of English Language Teaching.* (United Kingdom: Longman Press, 1991), P. 153.

Moreover, Indonesian curriculum demands the students to master the vocabulary although the place of vocabulary teaching in Indonesian curriculum seems to be changing based on the existing curriculum. In the 1960s, the curriculum adopted a version of the audio lingual methodn(ALM). Under the ALM, it can be assumed that grammar teaching was so important while vocabulary teaching was not important. Then, the vocabulary teaching in the 1975 curriculum seemed to obtain greater attention. Each unit of lesson always presented a list of vocabulary that students had to master.

Next, the objective of 1984 and 1994 curriculum was to develop English language skills of reading, listening, speaking, and writing using 1000 word-level and appropriate structures and senior-high-school students using 2500 word-level and appropriate structures.[19] The curriculum mentions explicitly the total of words that should be mastered by the students. The 2004 and 2006 curricula, called Competency-Based Curriculum (CBC) and the school-level curriculum or KTSP (kurikulum tingkat satuan pendidikan), did not mention explicitly how much word and what word list to teach. The theme of word list that should be taught is about things around us, family, school, market, people, etc. In conclusion, at some time, the uniformity of word lists to teach makes it easier for teachers to work on the vocabulary development. At some other time, when the existing

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[19] Depdikbud, *Kurikulum Sekolah Menengah Tingkat Atas: Garis-Garis Besar Program Pengajaran Bidang Studi Bahasa Inggris* (Jakarta: Kemendikbud, 1986), P. 124.

curriculum does not mention explicitly what word lists to teach, teacher required high sensitivity of what vocabulary the students might need.[20]

From the explanation above, the writer concludes that vocabulary mastery can be defined as an individual skill from the set of all words and their meanings that are understood and used by speakers, both in spoken and written language. Then to make it easier for students to remember vocabulary, it is hoped that the teacher teaches the vocabulary that is around first so that students can more easily remember and understand it. Seeing the importance of vocabulary, the author will explain further in the next discussion.

4. **Aspects of Vocabulary**

Besides the kinds of vocabulary that teacher should be aware of in teaching vocabulary, there are also some aspects of learning vocabulary:

a. Meaning

Meaning is the fundamental aspect of a word that allows students to understand its meaning and be able to process new words. A word can have many meanings in different contexts.. The meaning of a word can be communicated through illustration (using objects, using gestures, drawing on whiteboards, and pictures in books) and verbal explanation (analytical definitions, word placement new into the specified context and translated into another language).

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[20] B. Y. Cahyono and W Utami, "The Teaching of EFL Vocabulary in the Indonesian Context, TEFL in Journal," *TEFL in Journal* 19 (2008): 7–8.

b. Spelling

Spelling is a form of a written word or its form.. Students also need to know how many letters and which letters are in the word because it is the connection between letters and sounds.. But the spelling of a written word can be different in different accents such as British English and American English, for example the word "favorite" in British English and "favorite" in American English.

c. Pronunciation

Pronunciation is a form of words in spoken or how is the word pronounced and deals with the sound of word. The English pronunciation is quite difficult because the sound of word is not related with the spelling of the word. According to Suwartono (2008) pronunciation seems to be a central issue. Sometimes, there is inconsistency between spelling and pronunciation, for example a word 'color' which pronounce as /ˈkʌl.ər/ or /ˈkʌl.ɚ/ and 'book' which pronounce as /bʊk// even tough have same letter 'o' but those are pronounced differently.

d. Word Classes

Word classes are categories of a word. There are several main types of words such as nouns, verbs, adjectives, adverbs, pronouns, conjunctions and prepositions. Each type has a different function depending on the word. Definition of word class are as follow:

(1) Nouns are words of the name people, places, and things. For

examples: Bird, boat, fish, cage and car.

(2) Pronouns are words that used in place of nouns. For examples: I, he, she, it, they.

(3) Verbs are words that express action. For examples: walked, eat, caught, and turn.

(4) Adjectives are words which add the meaning of nouns or pronouns. For examples: happy, sad, panic and satisfied.

(5) Adverbs are words which add to the meaning of verbs, adjectives, or other adverbs. For examples: at night, loudly.[21]

e. Word Use

Word use is the usage is how a word, expression or concept is translated into language.. Nation notes that the use of the word has to do with the grammatical function of the word or expression, the collocation that usually accompanies it, and finally the constraints regarding its use, in terms of frequency, rate, level, etc.

From those explanation above, it can be known that some aspects in vocabulary such as meaning, spelling, pronunciation, word classes, and word use.

5. The Importance of Vocabulary

Vocabulary is very important aspect in language. It is because people need vocabulary in expressing their ideas. Vocabulary always becomes the

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[21] Rahmawati, "The Correlation Between Female Students' Learning Style and Their Achievement in English at The Second Year of Madrasah Aliyah Diniyah Putri Pekanbaru," 2010, 15, repository.uin-suska.ac.id.

essential part of English as a foreign language. Every person who learns a language must learn the vocabulary of the language in order to make the learning process easier. John Dewey states that vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses.[22]

Therefore, Wilkins in Aslan explains that lack of vocabulary knowledge will result in lack of meaningful communication. The researcher can give the vocabulary in communication, which can sometimes be a very effective way.[23] It is mean that it cannot deny that vocabulary learning plays a very important role in second language learning and a large vocabulary will help learners improve their language proficiency.

Besides the kinds of vocabulary, there are the reasons why vocabulary is very important. Vocabulary is important in case, it could help the students to use the language. One who masters enough vocabulary will find fewer difficulties in using the language in written and oral form than those who have fewer vocabularies. As stated by Edward in his book: vocabulary is one of the important factors in all languages teaching, student must continually be learning words as they learn grammar and as they practice pronunciation.[24] So, mastering enough vocabulary will make learner easier to master the language.

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[22] William P.Bintz, "'Teaching Vocabulary Across the Curriculum' in Middle School Journal," *Kent State University*, 2011, 44.

[23] Yasin Aslan, "Teaching Vocabulary Effectively Through Flashcard.," *Journal of Arts & Sciences, Turkey: Selcuk University* 4, no. 11 (2011): 348.

[24] E. D. Allen and Rebecca M Vallete, *Classroom Technique. Foreign Language and English as a Second Language* (New York: Harcout Brave Javanovich, 1997), 149.

From the explanation above, it shows that how important vocabulary for the students in teaching learning process. If the students just have a little vocabulary, they will be unable to understand the question and the text of English. In addition, if the learners have lack of vocabulary, they cannot have very much information or knowledge. Otherwise, if the learners master vocabulary, they will be able to communicate effectively and understand the English text.

Therefore, to help students understand and remember vocabulary more easily, teachers need more creativity in conveying vocabulary such as using media, so that it is more interesting for students to learn. There are several kinds of media that can be used in learning vocabulary, including: visual media, pictures, cards, puzzles, word walls and others. Here the author chooses media using word walls which are expected to help students relax more in learning English and more easily remember the vocabulary conveyed by the teacher.

6. **Characteristic of English Vocabulary**

Word terms are part of everyone's vocabulary. McCarthy believes that there are two characteristics of words: words are units of meaning and words are building blocks of language.

a. Word as meaningful unit

The meaning of one item or word relates to the meaning of others that have relationship as follow:

(1) Synonyms : Words that have the same meaning. For example: beatiful, pretty, and good looking has the same meaning. Another synonymous word is big, huge, and enourmous.

(2) Antonyms : Words that have different meaning such as black and white, small and big, on and under, right and left, below and above.

(3) Hyponyms : Words that have same kind in a group. For example : dog, lion, cow, and mouse are the same group which is mammals.

(4) Translation : Words expressionism the learners "mother tongue that is (more or less) equivalent in meaning to item being taught.[25]

b. Word as Building – Block of Language

The word has a form that corresponds to the type of variation it represents depending on its grammatical context. There are two forms of words that we call inflections and derivations.

(1) Inflection

Some words (vocabulary) have more than one word form, depending on the context or the choices that grammar forces us to make (e.g.. in nouns, between singular and plural).. This type of word formation is called "inflection".. Because grammar affects all words equally, the existence of inflected word forms need not be noted in the dictionary; however, the word forms themselves should be listed if they are irregular. Inflections affect nouns, verbs, adjectives, and

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[25] Andrew Carstairs-McCarthy, *An Introduction to English Morphology Words and Their Structure* (Edinburgh: Edinburgh University Press, 2002), 37.

some adverbs, as well as the closing classes of pronouns,

determiners, particles, and verbs.

However, the maximum number of distinct inflected forms for any

open-class lexeme is small:

nouns: e.g. *cat*, *cats*

verbs: e.g. *gives*, *gave*, *giving*, *given*, *give*

(2) Derivation

The word can be formed from other word classes to modify

the grammar and meaning of the word. This is called derivation..

There are several types of derivatives as follows:

(a) Adverbs derived from adjective (Adjective – adverb)

Example: *Easy – easily*

(b) Nouns derived from nouns (noun – noun)

Example: Affixes *-let, -ette, -ie* (*booklet, cigareete, doggie*)

Affixes *-ess, -ine* (example: *waitress, heroin*)

Affixes *-ship, -hood* (example: *ladyship, motherhood*)

Affixes *-ist, -ian* (example: *contortionist, logician*)

(3) Nouns derived from members of other word classes
Noun derived from adjective:

Here are some suffixes used to derive nouns from adjectives: *-ity*,

e.g. *purity, equality, ferocity, sensitivity -ness*, e.g. *goodness,*

tallness, fierceness, sensitiveness -ism, e.g. *radicalism,*

conservatism.

(4) Noun derived from verb
Here suffixes for deriving nouns from verbs:

-ance, -ence, e.g. *performance, reference*

-ment, e.g. *announcement, commitment, development*

-ing, e.g. *painting, singing, building, ignoring*

-((a)t)ion, e.g. *denunciation, commission, organisation*

-al, -er, e.g. *refusal, arrival, singer, organizer*

(5) Adjective derived from adjective

This form uses prefix *un-* that has meaning 'not', for example: unhappy and unsure. The other prefixes are *in-, il, ir-, im-*, as in *inedible, illegal, irresponsible, impossible.*

(6) Adjective derived from other member of classes

Adjective derived from verbs:

Further suffixes that commonly form adjectives from verbs, with their basic meanings, are: *-able* 'able to be Xed': *breakable, readable, watchable -ent, -ant* 'tending to X': *repellent, expectant -ive* 'tending to X': *repulsive, explosive, speculative.*

(7) Adjective derived from noun

Suffixes that form adjectives from nouns are more numerous. Here are some:

-ful, e.g. *joyful, hopeful, helpful, meaningful*

-less, e.g. *joyless, hopeless, helpless, meaningless*

-al, e.g. *original, normal, personal, national*

-ish, e.g. *boyish, loutish, waspish, selfish*

(8) Verbs derived from verbs

Prefixes that form verbs from verbs are *re-, un-, de-,* and *dis-,* as in

the example: *re-enter, untie, decompose, disbelieve.*

(9) Verbs derived from members of other word classes
Verbs derived from noun
Some affixes for deriving verbs from nouns are: *de-,* e.g. *debug,*

deforest, delouse -ise, e.g. *organise, patronise, terrorise -(i)fy,* e.g.

beautify, gentrify, petrify.

Verbs derived from adjective

Suffixes *-ise* and *-ify* can derive verbs from adjective, as in

nationalise and *purify.*[26]

From the explanation above, it can be seen that there are lots of kinds

of characteristic English vocabulary. Moreover, by looking ath the example,

it will be known the process of forming word and change from one group to

another group.

7. The Assesment of Vocabulary Mastery

Assessment or testing is important in the teaching and learning

process. Vocabulary assessment appears simple in the sense that a list of

words is readily available as a basis for selecting a set of words to test.

In this study, the writer used a multiple-choice written test. The test

would be given twice in the different classes. These are pre-tests to measure

students' vocabulary mastery before the writer begins teaching them using

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[26] Carstairs-McCarthy, 30–56.

the word wall, and post-tests to find out if students are mastering vocabulary after the writer has taught students vocabulary using a word wall.

B. Word Wall Media

1. The Definition of Word Wall Media

The word wall is one of the media used to support the teaching and learning process that can be seen from all angles of the class which facilitates the learning process. Meanwhile, Cronsberry said that the word wall is a group of words that are put on the wall, bulletin boards, check the boards or white boards in the classroom.[27] The words are printed large that they can be viewed easily from any seat. These words may come from teachers and students for teaching and learning take place. Then, Callella states that other functions of the word wall that the word wall is also a visual medium that helps students remember the relationship between one vocabulary with others.[28] So, by word wall media, students will more interested in studying and not bored in the classroom. This will help teachers a lot.

Therefore, Getman argues that a word wall is a useful way for children to access new words and to become confident in their ability to copy, and eventually internalize, word spelling.[29] Next, Carroline states that word

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[27] Jennifer Cronsberry, *Word Wall, a Support for Literacy in Secondary School Classroom*, (2004) p. 3.

[28] Yasi Rahajeng Anindyajati and Abdul Salim Choiri, "The Effectiveness of Using Word Wall Media to Increase Science-Based Vocabulary of Studentd with Hearing Impairment," *European Journal of Special Eduction Research* 2 (2017): P. 15-16.

[29] Heather Getman, "Top 25 Easy-to-Make Books, Word Walls, and Charts for Building Literacy," *U.S.A.: Scholastic Teaching Resources, 2001*, 2001, P. 13.

walls are lists of words that the children have encountered in their reading and that can be used in their writing.[30] Moreover, Clark states that word wall can be hung around the room on large sheets of laminated construction paper. You can also set up another word wall to hold theme-specific words to help increase students' vocabulary on subject you are studying in class.[31] So, this media can cover big or small students in the classroom. The teacher can set the word wall based on the size of the students.

In addition, the last Cunningham and Allington state that word wall is a displayed collection of words that support ongoing teaching and learning in the classroom. Words collected on the Word Wall could be high-utility words. These are words that are used often in an individual classroom. A topical Word Wall consists of words related to a theme, text, or unit of instruction.[32] So, word wall can be made with related topic in the classroom. The example of word wall in Experimental group such as the words are listed alphabetically by letter. For instance, the words family, friend and fish would all be under the letter F.

From the explanation above, it can be concluded that the word walls media can be used in learning. Media is the students' help tool so that they

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[30]Caroline T. Linse and Nunan David, *Practical English Language Teaching: Young Learners Practical English Language Teaching* (McGraw Hill, 2005), P. 114.

[31]Sarah Kartchner Clark, *Writing Workshop, U.S.A.: Teacher Created Resources, Inc.* (USA, 2004), P. 6.

[32]Janet Allen, *Inside Words: Tools for Teaching Academic Vocabulary Grades 4-12,* (Maine: Stenhouse Publisher, 2007), P. 119.

can be applying that they have studied.[33] This word wall media serves to make it easier for teachers to provide understanding to students, and can help students to more easily remember the lessons that have been given by the teacher. There are several ways that are done to use word walls in learning, so as to make students not easily bored in learning, below will explain how to use word walls media.

2. **Types of Media**

Some types of teaching materials that can be used in the teaching process are: Firstly, materials such as graphic images, photographs, charts, tables or diagrams, posters, cartoons, comics and other types. Graphic media is often also known as two-dimensional media, having length and width.

As we all know, educational media includes any tools or aids that teachers or students can use to achieve specific educational goals.. Educational media can then be classified in one way or another.

1. Graphic Media: any printed media of any kind. Books, images, photographs, maps, charts, posters, graphs, and diagrams are just a few examples.

2. Display Media: a board, such as a chalkboard, bulletin board, flannel board, or peg board, that is used to display information in a small group.

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[33] Sri Nardani Hsb, Eka Sustri Harida, and Fitri Rayani Siregar, "The Effect of Watching Film to Students' Vocabulary Mastery at Grade XI SMK Negeri 1 Padangsidimpuan," *English Education2* 2, no. 1 (2014): 92.

3. Three-Dimensional Media: A media with a three-dimensional shape. Models, items, specimens, and puppets, for example.

4. Projected Media: a type of media in which the messages are displayed via a projector. Slides, filmstrips, transparencies, films, video cassettes, gramophones, and records, for example.

5. Audio Media: this is media that can only be heard. Radio, audio cassettes, gramophones, and records are examples.

6. Video Media: This type of media combines audio and visual elements, such as television, videocassettes, CDs, and computers.

7. Activity Media is a term that refers to any type of media that can be used to carry out a specific activity. Field trips, dramatization, presentation, and role-playing, for example.

From the explanation above, it can be known that word wall media belongs to graphic media. It is a printed or images. Graphic media often used in the primary level and school who has not integrated with technology.

3. How to use Word Wall

A word wall has many uses because it is not only a display but it is also a tool to promote group learning. A wide variety of activities and games can be used to help the students reinforce vocabularies that appear on the wall in various ways. Jasmine and Schiesl had listed the word wall activities that had been used in their study:

1) Be the Teacher, students make up a quiz to their partner through a spelling test

2) Guess That Word, students give indirect indication to what word they are thinking of by describing the formation of the word

3) Let's Be Creative, students write a story to describe or explain something using as many word wall words as possible

4) Letters in My First Name, students write their name vertically and then match two word wall words to each letter in their name

5) Letters in Words, students pick ten word wall words and then find two or more words that have the same letter as the original word

6) Rainbow Writing, students write the words from the word wall by using different crayons to make the students more focus on the configuration of the word while they are writing

7) Shape of Words, students focus on letter formation (tall, small, and dropped letters) in the word wall words and they write the words that are tall, small, and dropped

8) Word Wall Toss, student passes a beach ball to another student and asks him or her to say and spell a word that is currently on the word wall

9) Words in ABC Order, students take ten words and match them in the correct alphabetic order.[34]

In teaching vocabulary by using word wall media, Jerry also said

that there are some ways that should be used:

1) First, the teacher should put the words where every student can see them. The words should be written in large black letters using a variety of background colors to differentiate easily the words that makes confused.

2) Teachers and students should work together to determine which words that should be put on the word wall. Try to include words that children use most commonly in their writing. Words should be added gradually. Then, use content-area material from the curriculum rather than randomly selected words.

3) Then, the teacher and the students should practice the word wall words daily using a variety of activities such as matching word, word association, and missing letter.

4) The teacher provide enough practice so that words are read and spelled automatically and make sure that words from the wall are always spelled correctly in the children's daily writing.

5) Word walls should be referred to often so students come to understand and see their relevance.[35]

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[34] Joanne Jasmine and Schiesl. The Effects of Word Walls and Word Wall Activities on the Reading Fluency of First Grade Students" 49, no. 4 (20019): P. 301, from shorturl.at/dFVX8.

[35] Jerry, "Instructional Strategi Teaching Word Wall," 2010, shorturl.at/azAUX.

From the explanation above, it can be inferred that we must follow the steps of using word walls media to make the implementation of using word wall media easier, so the teaching and learning process can continuously.

4. **The Principles of Using Word Walls Media for Teaching Vocabulary**

There are some principles of using word wall media for teaching vocabulary, as follow:

a. Add words to the wall gradually. Do not put too many up at one time.

b. Make words accessible by putting them where every student can see them. Be sure that the word wall is in a prominent place in the classroom.

c. Write the words in big, black letters. Be sure the words are printed neatly. You may wish to type the words on the computer and print them out.

d. Be selective about which words go on the word wall. Do not let it be a catch-all for any word. Have a specific reason to add a word to the wall. Keep word walls separate if you are also using a word wall for theme-related words.

e. Use the words on the word wall in a variety of activities. Refer to the word wall whenever you begin writing assignment. This is a gentle reminder for students to use the word wall.

f. Do a variety of review activities with words on the word wall. Be sure to provide enough practice so that words on the word wall become easy for students to identify, read, and spell automatically.

g. Encourage students to use the words on the word wall in all their writing activities. Make sure that word wall words are spelled correctly in student writing. Refer students to the word wall if they have spelled these words incorrectly.

h. Select the activities you would like your class to participate in using the word wall.

From the statement above, it can be known that there are some steps to use word wall media in teaching vocabulary mastery in the classroom. By implemented those steps, teaching learning process by using word wall media would be better.

5. **The procedure Using Word Wall Media**

a. Pre-Teaching

1) Teachers come to the class by saying greetings.

2) Before the lesson start, the teacher persuades the students to pray. The teacher checks students' attendent list and prepare the lesson.

3) The teacher introduces the topic and mentions the goal of study.

4) The teacher involves the lesson to the students in brainstorming activity.[36]

b. While-Teaching

1) The teacher introduces word wall media to the students and students listen to the teacher's explanation.

2) The teacher explains about vocabulary that will learned by the students.

3) The teacher presents a list of table of word wall.

4) The teacher asks to the students to mention the names of things in the school and the names of public places. Some of students come in front of the class to write the vocabularies in the whiteboard. Then, the teacher asks the students to pronounce the vocabularies.

5) The teacher divides the students into 4 groups.

6) The teacher asks the students to do the discussions to classify the vocabulary based on the kinds and stick the vocabulary on the media that has been provided.

c. Post-Teaching

1) The teacher and the students correct the answers and gives the scores.

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[36]Rahmayani Ritonga, *The Effect of Using Word Wall Strategy on Students' Vocabu;ary Mastery at Grade VII MTs N2 Padangsidimpuan,* 2019. p. 41

2) The teacher gives scores to groups that have classified as many vocabularies as possible and classifies the appropriate vocabulary based on the type.

6. **The Advantages and Disadvantages of Word Wall**

In using word wall media it can make it easier for teachers in the learning process but behind that there are also disadvantages of using the media, and in the following we will discuss what are the uses and disadvantages of using word wall media.

1) The advantages of word wall

By using this activity, the students will get many advantages. According to Cronsberry, the advantages of word wall are:

a) Provide an approach to meaningful teaching of vocabulary with an emphasis on student engagement and higher level thinking skills
b) Build vocabulary, thereby improving reading comprehension and writing style
c) Reinforce understanding of subject-specific terminology with a focus on students internalizing key concepts
d) Help students improve spelling and awareness of spelling patterns
e) Provide visual cues for students
f) Encourage student independence when reading and writing.[37]

2) The disadvantages of word wall

There is very limited number of literature talking about the disadvantages of word wall strategy. The only source that I have

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[37] Jennifer Cronsberry, *Word Wall: A Support for Literacy in Secondary School Clasrooms*, 2004, P. 1, http://www.readingrockets.org.

is from Nurhamida that said, learning use word wall method will require a long time and needs a lot of equipment and colors. Imagination and creativity needed to produce good word wall"[38]

7. **Teaching Vocabulary Mastery by Using Word Wall Media**

In teaching vocabulary using word wall, the teacher need to follow some procedure in order to make the teaching learning activity running well. The teacher tried to teach vocabulary using word wall to help them memorize the word easily. Procedure of teaching vocabulary with using word wall based on Ritonga as follow:

a. Pre-Teaching

(1) Teachers come to the class by saying greetings.

(2) Before the lesson start, the teacher persuades the students to pray. The teacher checks students' attendent list and prepare the lesson.

(3) The teacher introduces the topic and mentions the goal of study.

(4) The teacher involves the lesson to the students in brainstorming activity.[39]

b. While-Teaching

(1) The teacher introduces word wall media to the students and students listen to the teacher's explanation.

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[38] Dewi Nurhamida, "Improving Students' Vocabulary Mastery through Word Wall.," *Skripsi at English Department of Education Faculty State Islamic Studies Institure (STAIN) Salatiga*, 2012, P. 24.

[39] Rahmayani Ritonga, *The Effect of Using Word Wall Strategy on Students' Vocabu;ary Mastery at Grade VII MTs N2 Padangsidimpuan,* 2019. p. 41

(2) The teacher explains about vocabulary that will learned by the students.

(3) The teacher presents a list of table of word wall.

(4) The teacher asks to the students to mention the names of things in the school and the names of public places. Some of students come in front of the class to write the vocabularies in the white board. Then, the teacher asks the students to pronounce the vocabularies.

(5) The teacher divides the students into 4 groups.

(6) The teacher asks the students to do the discussions to classify the vocabulary based on the kinds and stick the vocabulary on the media that has been provided.

c. Post-Teaching

(1) The teacher and the students correct the answers and gives the scores.

(2) The teacher gives scores to groups that have classified as many vocabularies as possible and classifies the appropriate vocabulary based on the type.

Those points above are the steps in implementing Word Wall Media in the classroom. The Word Wall Media should be applicated systematically in order to get the positive result and all the activities are work in a good way.

C. Review of Related Findings

This research is not the first research that had been done. There are some related findings to this research. The first is the research done by Ritonga.[40] The result of this research showed the description of the data was found that mean score of pre-test in experimental class was higher than control class (58.96>54.62) in enough categorized. Then, after using Word Wall Media, the result of mean score post-test experimental class was higher than control class (72.18>65.32), and the score of t_{count} was bigger than t_{table}(14.2>2.617). It means that hypothesis alternative (Ha) was accepted. It was concluded that there was significant effect of using Word Wall Strategy on Students' Vocabulary Mastery at the VII Grade students of MTs Negeri 2 Padangsidimpuan.

The second is Ainy, Therefore, it can be concluded that word wall strategyis effective on the students' vocabulary mastery in the seventh grade of Mts Manaratul Islam Jakarta and the effect size value obtained in this research is 0.683 or 68.3% which is categorized into moderate effect that means word wall strategy has moderate effect on the students' vocabulary mastery in the seventh grade of Mts Manaratul Islam Jakarta.[41]

The last is the research done by Anggraini. Based on the result and the discussion of this research, it could be said that the implementation of Word Walls Media to improve students' vocabulary mastery was success

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[40] Rahmayana Ritonga, "The Effect Of Using Word Wall Strategy On Students' Vocabulary Mastery At Grade Vii Mts N 2 Padangsidimpuan," *IAIN Padangsidimpuan*, 2019, P. 43, https://rb.gy/b8nd2.

[41] Farah Ainy, "The Effectiveness Of Word Wall Strategy On Students' Vocabulary Mastery," *Syarif Hidayatullah State Islamic University Jakarta*, 2015, P. 36, https://rb.gy/bd2nw.

because the criteria of success (80%) was achieved. The result of the research showed that there were 82.1% of students passed the minimum standard criteria (75) in the post-test 2. Before the action was conducted, there were just 25% of students who passed the minimum standard criteria in the pre-test. Besides that, the significant improvement could be seen from the students' learning activity. It means that the using of Word Walls Media effect students' vocabulary mastery.[42]

Based on the findings above, it is known that there are variations in the result of word wall media in affecting student vocabulary mastery. However, most of the findings has the significant effect and this research will examine wheter there word wall has significant effect on students vocabulary mastery.

D. Conceptual Framework

The concepts Word Wall Media is to make easier the students on vocabulary mastery. By using Word Wall Media it can help the teacher to teach vocabulary mastery more easily and fun. So, the effect of using Word Wall Media on students' vocabulary mastery at grade VII SMPN 1 Lemabah Sorik Marapi be seen at picture below:

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[42] Tia Anggraini, "The Use Of Word Walls Media To Improve Students' Vocabulary Mastery At The Eighth Graders Of Smp Negeri 10 Metro," *The State Institute For Islamic Studies Of Metro*, 2018, P. 54, https://rb.gy/aqw4m.

Research Problems   :
1. The students less in vocabulary mastery
2. The students are difficult to read and pronounce the vocabulary mastery
3. The students lack of motivation in learning vocabulary
4. The students difficult in remembering vocabulary
5. The teacher cannot make interesting learning process in the classroom.

Word Wall Media

Pre test

Experiment class with word Wall

Control class with Teacher Media

Post test

Hypothesis

H1

Figure 1
Conceptual Framework

Based on above pictures, Word Wall Media is a teaching with use media by the teacher to teach vocabulary mastery. Word Wall Media is a one of the media that can make the students easier and will help the students' problem in vocabulary mastery. First, the researcher gave pre-test to know the students' vocabulary mastery before treatment. Then, the researcher gave treatment with using Word Wall media for experimental class and conventional strategy for control class. The last, the researcher gave post-test to find out the effect of

using Word Wall media on students' vocabulary mastery at grade VII SMPN 1 Lembah Sorik Marapi

E. **Hypothesis**

Based on the frame of theories and assumptions the researcher formulated the hypothesis as follow: "The Effect of Using Word Wall Media on Teaching Vocabulary Mastery At Grade VII SMPN 1 Pasar Maga Lembah Sorik Marapi". In this research, alternative hypothesis (Ha): There is a significance effect after word wall strategy is used on students' vocabulary mastery in the 7th grade of SMPN 1 Pasar Maga Lembah Sorik Marapi.

CHAPTER III

RESEARCH METHOD

A. Place and Time of Research

The place of the research was in SMP N 1 Lembah Sorik Marapi. It is located on Jl. W Trans Sumatera, North Sumatera province. It started on January 2022 and finished on 29th of October 2023.

B. Research Design

The kind of research was quantitative research with experimental form. It was manipulated the independent variable and observe the effect of independent variable. "The manipulated variable was called experimental treatment or the independent variable and the observed and measured variable was called the dependent variable".[43] Quantitative research aimed to prove the theory.

True experimental will be used in this research with pretest-post test control group design. The researcher would find the population, took the sample and made the sample into to two class (control class and experimental class. Then, give the pre-test to know the basic condition of the two classes. After that, do the experiment to experimental class. Last, both of class gave post-test. The result of the test compared to know the different effect of treatment to experimental class. The research design for pretest-postest control group design by using one treatment can be seen below :

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[43] Donald Ary, "Introduction to Research in Education Eight Edition" (Canada: Nelson Education, 2010)," 2010, 34.

Table.III. 1
Pretest-Posttest Control Group Design

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	√	√
Control Class	√	×	√

C. Population and Sample of the Research

1. Population

The research would be done in the eleventh grade students of SMP N 1 Lembah Sorik Marapi. The population of the sample was consist of 4 classes with 108 students. Let us look at the table below:

Table III. 2
Population of the Research

No	Class	Students
1.	VII 1	28
2.	VII 2	28
3.	VII 3	27
4.	VII 4	25
Total		108

2. Sample

Sampling was the process of selecting number of individuals for a study in such a way that they represented the larger group from which they were selected. In this research, the sample taken by quota sampling. Because it is a kind of technique to determine certain character. Here, determine character means that students who lack of vocabulary.

Table III. 3
Sample of the Reseach

The first Experimental Class	The second Control class	Total
VII 1 = 27Students	VII 2 = 27 Students	54 students

D. Instrument of Collecting Data

In this research, the researcher would use a test to see how students' mastery in vocabulary. The kinds of a test was formative test and the form was multiple choice. There were 25 questions and each score had 4 points when the answer was true. The table below would show the indicator:

Table III. 4
Indicators of Vocabulary Mastery (Noun)

Indicator	Sub-Indicator	Numbers	Total Item	Score
The students are able to indetify the Noun	1. Identifying the things in the classroom 2. Identyfing the things in the house 3. Idenifying the things around us	1,2,3,4,5, 6,7,8,9.	9	4 x 9 = 36
	1. Identifying animal around house 2. Identifying animal around school	10,11,12, 13,14,15, 16,17.	8	4 x 8 = 32
	1. Identifying public building around 2. Identifying public building in the modern city 3. Identifying famous public building [44]	18,19,20, 21,22,23, 24,25	8	4 x 8 = 32
Total	8	25	25	100

For scoring the test the writer would use standard of absolute

Final score: $\frac{students\ score}{maximum\ score}$ x 100

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[44]Kemendikbud, *Buku Guru Bahasa Inggris When Eenglish Rings a Bell* 4th ed. (Jakarta:Litbang 2017). p. 77

Table III. 5
Level of Student

Letter	Value	Description
A	9-100	Excellent/extremely good
B	75-89	Good
C	60-74	Fair/satisfactory
D	45-59	Low/almost satisfactory
E	0-44	Extremely low[45]

E. Validity and Realibility

1. Validity Instrument

    In this research, the researcher used construct validity to establish the validity of the instrument. The researcher would take the construct validity as the instrument because content validity refers to which instrument represents the content of mastery. Construct validity was the degree to which a test or assessment instrument evaluates all aspects of the topic, construct, or behavior that it was designed to measure. Measuring content validity involved assessing individual questions on a test and asking experts whether each one targets characteristics that the instrument was designed to cover. In this case the researcher used vocabulary test as the starting point of making the test.

2. Realibility

    After having tested the validity of the instrument, the next step was examined the reability. A test was consisted of reliable if the same test was given to the same subjects or matched subjects. In two different occasions.

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[45]The Indonesian standard of school report card

It was meant that if the instrument had a consistent result in the second chances or more, the instrument was reliable.

F. Procedure of the Research

To get the data from the students, the researcher would give the test and treatment to see the effect of the technique will be given. Procedures of the research were:

1. Pre-test

    Pre-test was a test that will be given before doing the treatment. Pre-test was given to experimental class and control class. Pre-test means to see the students basic knowledge before applying the technique. The researcher was done some steps for pre-test. The steps can be seen below:

    1) The researcher creates some question about vocabulary.

    2) Then, the researcher shares the paper of the test and answer sheets to both classes, experimental and control class.

    3) Next, the researcher explains the way to answer the test.

    4) After that, the students are given time to answer.

    5) The researcher collects the students' answer.

    6) The last, the researcher checks the answer sheets and counts the students score.

2. Treatment

    Treatment was where the researcher would do the technique. the researcher would give material to the students about vocabulary. The ways to teach both classes would be in different ways. In experimental class, the

researcher would do teaching and used wall media. Meanwhile, in control class would teach with the teacher ways without a game or media.

3. Post-test

Post-test was a test that would do after giving the treatment. The test was given to both classes. Post-test is the last test in this research. It meant to see whether there was a significant effect or not. In this test, the researcher was done a lot of steps. They were:

1) First the researcher prepares a test about vocabulary.

2) Second, the researcher gives the paper of the test and answer sheets to both experimental and control class.

3) Then, the researcher explains the tips to answer.

4) The students answer the question.

5) Next, the researcher collects the answer sheets.

6) The last, the researcher checks the students answer and counts the score.

G. Technique of Data Analysis

After doing tests, data will be collected. To analyze the data, it will use statistic formula to get the frequency table, SPSS V 27 and independent sample t-test. There are two tests must be done before analyzing the data. They are normality test and homogeneity test.

1. Normality Test

Normality test was a way to know whether the data of the research was nornal or not. Test of normality in this research would be conducted with using SPSS statistic 27 version.

    a. Homogeneity Test

Homogeneity test would be used to see the data from two classes would be same or different in variant cases. Homogeneity test meant to know whether control class and experimental class had same variant or not. The researcher would use SPSS statistic 27 version. The formulation of homogenity test as follow:

$Ho : \sigma_1^2 = \sigma_2^2$ (Homogeneous variance)
$H1 : \sigma_2^2 \neq \sigma_2^2$ (Heterogeneous Variance)

2. Hypothetis Test

The researcher would use T-test to examine the hypothesis. the researcher used SPSS 27 version. It would made the process of data easier and better. The formulation was as follow:

$$\frac{X1 - X2}{\sqrt{\frac{(n1-1)\, S1+\,(n2-\,1)S2+1+1}{n1+n2-2}\qquad \frac{}{n}}}$$

Explanation:

x1 = Mean of control class
x2 = mean of experiment class
$S1^2 = $ Sample variance of control class
$S2^2 = $ Sample variance of experiment class
$n1 = $ The total respondent of control class
$n2 = $ The total respondent of experiment class

CHAPTER IV

FINDINGS AND DISCUSSION

In this section of the chapter, the writer identified the The Effect of Using Word Wall Media on Vocabulary Mastery of the Grade VII Students' SMPN 1 Lembah Sorik Marapi. In this study, it was used descriptive methods to calculate the data. The researcher performed the research with a pre-test to know the students' vocabulary mastery before giving the treatment and a post-test to know the students' vocabulary mastery after giving the treatment had been performed through the use of the cluster technique. Using quantitative research, researcher used independent t-test formulation using SPSS application to test the theory (hypothesis). Here the researcher would like to describe the result based on the examined data as follows:

A. **Description of Data**

1. **The Description of Data before Using Word Wall Media**

   a. **Score of Pre-Test in Experimental Group**

   In the role of the experimental group, VII-2 was chosen. The researcher calculated the students' answer sheet. After finishing, the researcher ensured the answer sheets and assigned them score that settle to the indicator that had been determined.

   After the students received the results of the experimental pre-test, the researcher would calculate the overall score. After that, the researcher assessed or calculated the data by using formula based on statistic formula to describe students' score. The resercher has gotten the

mean score, median, mode, range, minimum and maximum, variance, and standard deviation. They would be illustrated in this table below.

Table IV. 1.
The Score of
Pre-test (experiment class)

Statistics		
Statistic Score		
N	**Valid**	27
	Missing	0
Mean		67. 70
Median		68
Mode		76
Std. Deviation		13. 85
Minimum		36
Maximum		92
Sum		1828

From the data above, it can be seen the mean was 67.70 which mean most of the students had low scale in mastering vocabulary. The score above was gotten before the treatment done. Then, the median was 68.00, the mode was 76 and the highest score from the students were 92 and the lowest score was 36. From those score, it can be known that lots of student still lack of vocabulary.

Table IV.2
Frequency Distribution of Students' Score (Experiment Class)

No.	Interval Class	Frequency	Mid. Point	Percentage
1	36-45	2	58.5	7 %
2	46-55	3	73.5	11%
3	56-65	4	88.5	15%
4	66-75	7	103.5	26%
5	76-85	10	118.5	37%
6	86-95	1	133.5	4%
		27		100 %

Based on the table above, the students' score in experiment class between 36 – 45 was 2 students (7%), class interval between 46 – 55 was 3 students in the percentage (11%). Then, class interval between 56 - 65 was 4 students (15%), interval class between 66 – 75 consisted of 7 student in percentage (26%). Class interval between 76 – 85 was 10 students in percentage (37%). Class interval between 86 – 95 was 1 student in percentage (4%).

In order to get description of the data clearly and completely, pre-test value of control class class is presented in the form of histogram and can be seen at figure as follows
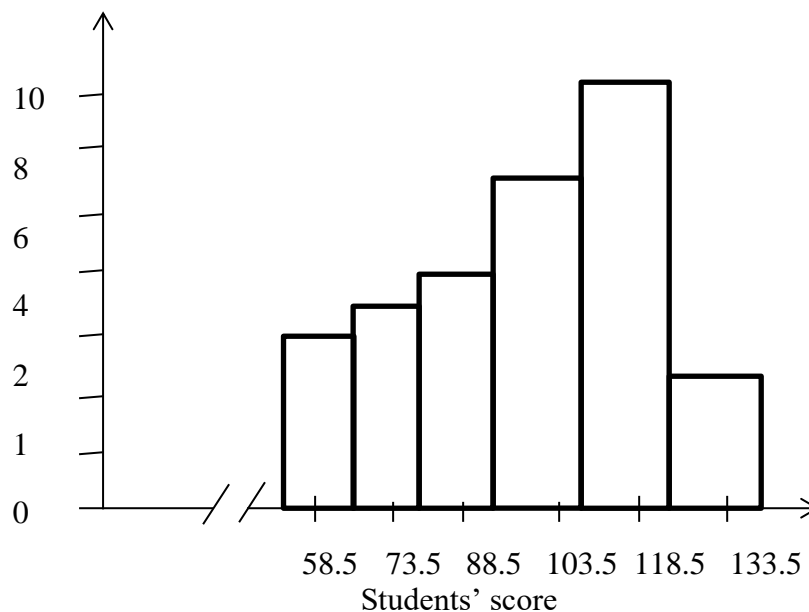
Figure II: Data Description of Students' Vocabulary in Experimental Group (Pre-test)

b. Score of Pre-test in Control Group

In the role of control group, VII-1 was chosen. The researcher calculated the students' answer sheet. After finishing, the researcher ensured the answer sheets and assigned them score that settle to the indicator that had been determined.

After the students received the results of the control group pre-test, the researcher would calculate the overall score. After that, the researcher assessed or calculated the data by using formula based on statistic formula to describe students' score. The resercher has got the mean score, median, mode, range, minimum and maximum, variance, and standard deviation. They would be illustrated in this table below.

Table IV.3
The Score of
Pre-test (Control Class)

Statistics		
Students' Score		
N	Valid	27
	Missing	0
Mean		52. 29
Median		52
Mode		44
Std. Deviation		9. 47
Minimum		40
Maximum		72
Sum		1412

Table above showed the data in control class. It can be seen the mean was 52.29 and median was 52, mode was 44. Then, the minimum score was 40 and the maximum score was 72. So, none of the students pass the test. If this score was compared to the result of experimental group, it can be seen the gap. The experimental group further above this control group. Here, the lowest score was 40 which means very low score.

Table IV.4
Frequency Distribution of Students' Score (Control Class)

No.	Interval Class	Frequency	Mid. Point	Percentage
1	40-45	9	47.5	32%
2	46-51	4	48.5	15%
3	52-57	8	54.5	30%
4	58-63	1	60.5	4 %
5	64-69	4	66.5	15%
6	70-75	1	72.5	4 %
		27		100 %

Based on the table above, the students' score in experiment class between 40 – 45 was 9 students (32%), class interval between 46 – 51 was 4 students in the percentage (15%). Then, class interval between 52 - 57 was 8 students (30%), interval class between 58 – 63 consisted of 1 student in percentage (4%). Class interval between 64 – 69 was 4 students in percentage (15%). Class interval between 86 – 95 was 1 student in percentage (4%).

In order to get description of the data clearly and completely, pre-test value of control class class is presented in the form of histogram and can be seen at figure as follows:
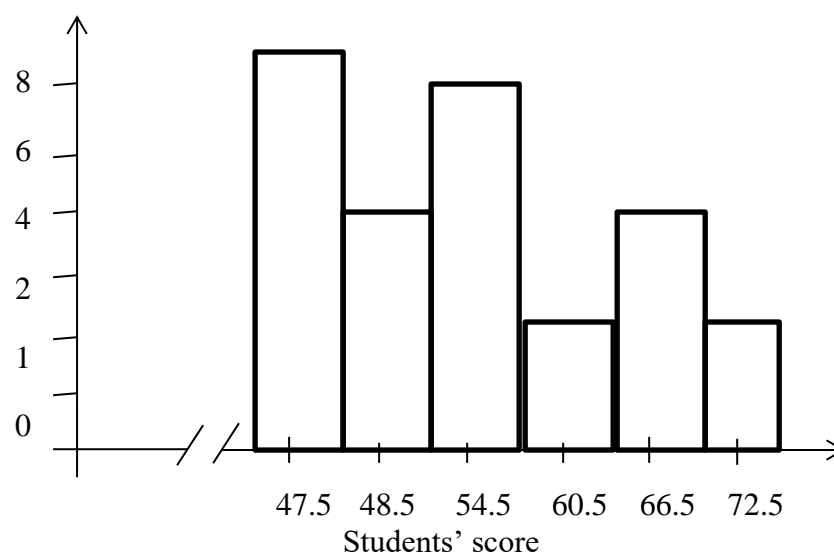
Figure III: Data Description of Students' Vocabulary in Control Group (Pre-test)

2. Description of data after using word wall
a. Score of Post-Test in Experimental Group

After the treatment done in experimental class, the researcher gave the test to see the effect of word wall media. The same questions were

given to the students. After the students received the results of the control group pre-test, the researcher would calculate the overall score. After that, the researcher assessed or calculated the data by using formula based on statistic formula to describe students' score. The resercher has got the mean score, median, mode, range, minimum and maximum, variance, and standard deviation. They would be illustrated in this table below:

Table IV. 5
The Score of
Post-test (Experiment Class)

Statistics		
Students' Score		
N	Valid	27
	Missing	0
Mean		72. 88
Median		76
Mode		76
Std. Deviation		11. 27
Minimum		48
Maximum		92
Sum		1968
a. Multiple modes exist. The smallest value is shown		

From the table above, it can be seen that the median was 76 and mean was 72.88 while the mode was 76. Then, the minimum score of the students was 48 and the maximum score of the students were 92. When it compared to the pre-test in experimental group where the treatment have not done yet, it can be seen that Word Wall Media improved. In the experimental group of Pre-test, the minimum score was

36. So, it can be said that the Word Wall Media gave improvement for students in mastering vocabulary.

Table IV.6
Frequency Distribution of Students' Score (Experiment Class)

No.	Interval Class	Frequency	Mid. Point	Percentage
1	48-55	2	75.5	7%
2	56-63	3	87.5	11%
3	64-71	3	99.5	11%
4	72-79	9	111.5	33%
5	80-87	8	123.5	31%
6	88-95	2	135.5	7%
		27		100 %

Based on the table above, the students' score in experiment class between 48 – 55 was 2 students (7%), class interval between 56 – 63 was 3 students in the percentage (11%). Then, class interval between 64 - 71 was 3 students (11%), interval class between 72 – 79 consisted of 9 student in percentage (33%). Class interval between 80 – 87 was 8 students in percentage (31%). Class interval between 88 – 95 was 2 students in percentage (7%).

In order to get description of the data clearly and completely, pre-test value of control class class is presented in the form of histogram and can be seen at figure as follows:
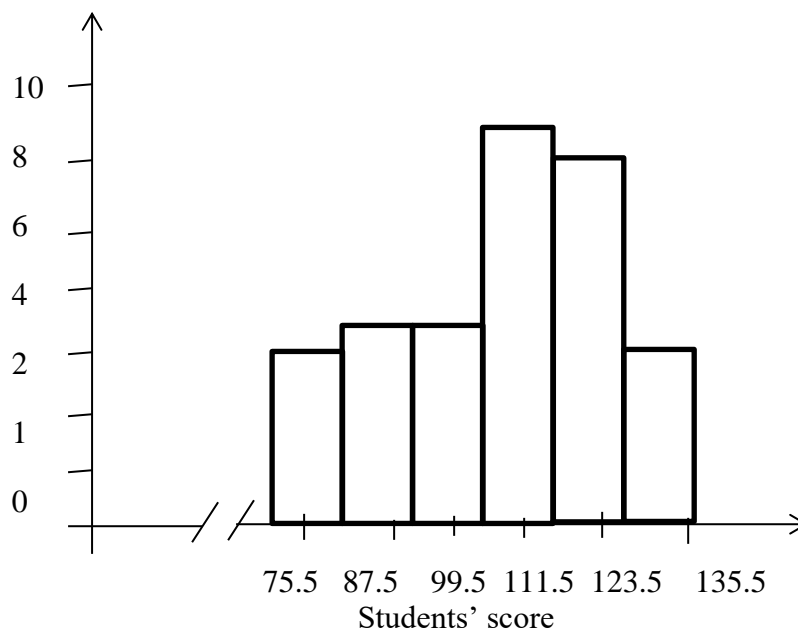
Figure IV: Data Description of Students'
Vocabulary in Experimental Group (Post-test)

b. Score of Post-Test in Control Group

In the role of control group, VII-1 was chosen. The researcher calculated the students' answer sheet. After finishing, the researcher ensured the answer sheets and assigned them score that settle to the indicator that had been determined.

After the students received the results of the control group pre-test, the researcher would calculate the overall score. After that, the researcher assessed or calculated the data by using formula based on statistic formula to describe students' score. The resercher has got the mean score, median, mode, range, minimum and maximum, variance, and standard deviation. They would be illustrated in this table below.

Table IV. 7
The Score of
Post-test (control group)

Statistics		
Students' score		
N	Valid	27
	Missing	0
Mean		70. 48
Median		72
Mode		64
Std. Deviation		6. 25
Minimum		60
Maximum		80
Sum		1903

The data above showed the mean was 70.48, the median was 72.00, and the mode was 64. Then, the minimum score was 60 and the maximum score was 80.

Table IV.8
Frequency Distribution of Students' Score (Control Class)

No.	Interval Class	Frequency	Mid. Point	Percentage
1	60-63	2	91.5	7%
2	64-67	6	97.5	22%
3	68-71	5	103.5	19%
4	72-75	6	109.5	22%
5	76-79	4	115.5	15%
6	80-83	4	121.5	15%
		27		100%

Based on the table above, the students' score in experiment class between 60 – 63 was 2 students (7%), class interval between 64 – 67 was 6 students in the percentage (22%). Then, class interval between 68 - 71 was 5 students (19%), interval class between 72 – 75 consisted of 6 student in percentage (22%). Class interval between 76 – 79 was 4 students in

percentage (15%). Class interval between 80 – 83 was 4 students in percentage (15%).

In order to get description of the data clearly and completely, pre-test value of control class class is presented in the form of histogram and can be seen at figure as follows:
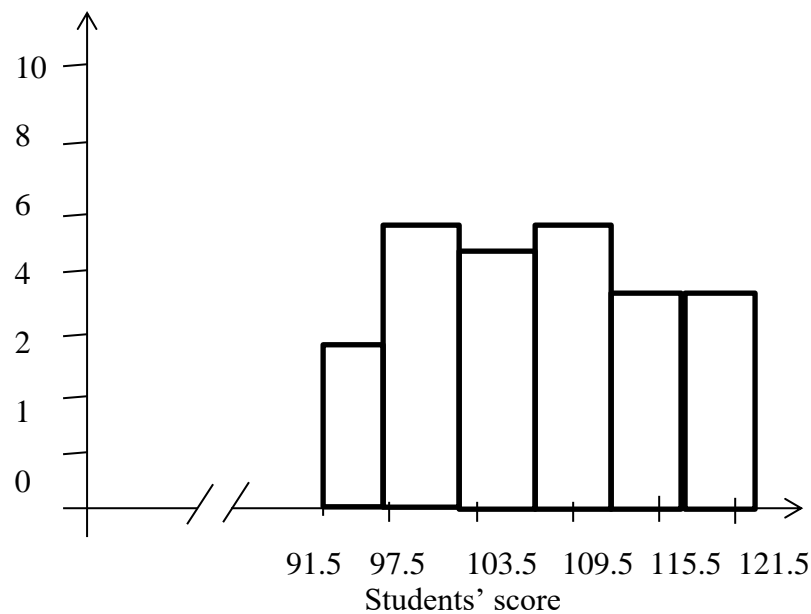
**Figure IV: Data Description of Students'
Vocabulary in Control Group (Post-test)**

B. Data Analysis

1. Normality Test and Homogeneity Test

a. Normality Test of Pre-Test

Data normality of the two groups was calculated using SPSS v.24 using Kolmogorov-Smirnov test because the number of samples in the research was 60 students, the significance level of test was 5% or 0.05. The hyphothesis that will be tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the Kolmogorov-Smirnov<0.05.

H_a: The students are distributed normally. H_a is accepted when the Kolmogorov-Smirnov> 0.05

Table IV. 9
Normality Test in Pre-Test

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			27
Normal Parameters[a,b]	Mean		0000000
	Std. Deviation		3.43510513
Most Extreme Differences	Absolute		128
	Positive		071
	Negative		128
Test Statistic			128
Asymp. Sig. (2-tailed)[c]			200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		304
	99% Confidence Interval	Lower Bound	293
		Upper Bound	316
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significance.			
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.			

Table IV. 10
Normality Test in Post-test

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			27
Normal Parameters[a,b]	Mean		0000000
	Std. Deviation		2.81926868
Most Extreme Differences	Absolute		168
	Positive		117
	Negative		168
Test Statistic			168
Asymp. Sig. (2-tailed)[c]			049
Monte Carlo Sig. (2-tailed)[d]	Sig.		049
	99% Confidence Interval	Lower Bound	043
		Upper Bound	054
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.			

b. Homogeinity Test of Pre- Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance. This research used Harley test which show below:

$Ho : \sigma_1^2 = \sigma_2^2$ (Homogeneous variance)
$H1 : \sigma_2^2 \neq \sigma_2^2$ (Heterogeneous Variance)

Table. IV. 11

Homogeneity test in pre test

		Levene Statistic	df1	df2	Sig.
Tests of Homogeneity of Variances					
Score	Based on Mean	2.471	1	52	122
	Based on Median	2.322	1	52	134
	Based on Median and with adjusted df	2.322	1	43.338	135
	Based on trimmed mean	2.329	1	52	133

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.24 calculation obtained a significance value (sig) was 0.12. Based on criteria for testing data homogeneity using SPSS v.27 obtained a value significance (sig) based on mean>0.05 or 0.12>0.05 it means the value of the sample has a homogeneous variance.

c. Homogeinity Test of Post -test

The homogeneity of variance test aims to determinewhether the iniatial value (pre-test) of the sample has ahomogeneous variance.

$Ho : \sigma_1^2 = \sigma_2^2$ (Homogeneous variance)
$Ha : \sigma_2^2 \neq \sigma_2^2$ (Heterogeneous Variance)

Table IV. 12
Homogeneity test in post test

		Levene Statistic	df1	df2	Sig.
Tests of Homogeneity of Variances					
Score	Based on Mean	4.945	1	52	331
	Based on Median	3.034	1	52	087
	Based on Median and with adjusted df	3.034	1	37.653	090
	Based on trimmed mean	4.774	1	52	033

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.24 calculation obtained a significance value (sig) was 0.331. Based on criteria for testing data homogeneity using SPSS v.27 obtained a value significance (sig) based on mean > 0.05 or 0.331 > 0.05 it means the pre-test value of the sample has a homogeneous variance.

C. **Hypothesis Test**

The researcher has known the data normal or not, homogenous or not. It meant the researcher had to choose the next formula to look the hypothesis. If data was normal and homogenous, so the researcher had to use the parametric statistic to analyze the hypothesis. Parametric statistic such as independent sample t-test, paired ample t-test and One-way Annova. The researcher used T-test to examine the hypothesis. The researcher used Independent Sample T-test with using SPSS. The result can be seen from the mean of score.

Before using the technique (Pre-test) for experimental group mean score was 67 and after using the technique (post-test) mean score was 72.29. To see the effect on students' descriptive text writing skill, the researcher would present the data analyze in the table below.

Table. IV.13
Gain Scores of Experimental Class and Control Class

Class	Pre-Test Mean	Post-Test Mean	Enhancement	Gain Score
Experimental	67.70	72.88	5.18	13.01
Control	52.29	70.48	18.19	

Table. IV.14
Independent Sample T-Test

Sampel	Experiment class Post-test (X1)	Control class Post-test (X2)	$(X1-Xi)^2$	$(X2-Xi)^2$
1	72	60	0.64	108.16
2	68	80	23.04	92.16
3	72	76	0.64	31.36
4	80	68	51.84	5.76
5	56	72	282.24	2.56
6	68	64	23.04	40.96
7	80	80	51.84	92.16
8	80	76	51.84	31.36
9	84	76	125.44	31.36
10	76	80	10.24	92.16
11	88	64	231.04	40.96
12	72	68	0.64	5.76
13	64	60	77.44	108.16
14	92	68	368.64	5.76
15	80	72	0.64	2.56
16	84	64	77.44	40.96
17	76	72	10.24	2.56
18	76	80	10.24	92.16
19	76	75	10.24	21,16
20	80	64	0.64	40.96
21	84	68	77,44	5.76
22	72	72	0.64	2.56
23	56	68	282.24	5.76
24	48	72	0.64	2.56
25	56	76	282.24	31.36
26	52	64	432.64	40.96
27	76	64	10.24	40.96
Total	**1903**	**1968**	**2494.08**	**1018.92**

In testing Independent sample t-test, there are three steps, the first count X1

and X2, count the varians and count t-$_{count.}$

a. $X^{1=}\frac{1968}{27} = 72.8$

$$X^2 = \frac{1903}{27} = 70{,}4$$

b. Count varians Value ($S^{2)}$)

$$S_1{}^2 = \frac{(\sum X1 - Xi)2}{n1-1} = \frac{2494{,}08}{26} = 95{,}92$$

$$S_2{}^2 = \frac{(\sum X1 - X2)2}{n1-1} = \frac{1018{,}92}{26} = 39{,}18$$

c. T-hitung

$$\frac{X1 - X2}{\sqrt{\frac{(n1-1)\,S1 + (n2-1)S2}{n1+n2-2}} + 1 + 1 \quad n}$$

$$\frac{72{,}8 - 70{,}4}{\sqrt{\frac{(27-1)\,95{,}92 + (27-1)39{,}18}{27+27-2}} + 1 + 1 \quad 27}$$

$$\frac{72{,}8 - 70{,}4}{\sqrt{\frac{(26)\,95{,}92 + (26)39{,}18}{52}} + 1 + 1 \quad 27}$$

$$\frac{72{,}8 - 70{,}4}{67{,}55}\ (0.07)$$

$$\frac{2{,}4}{2{,}17}\ 1{,}1059\ (T - hitung)$$

From the calculation, the researcher got t-$_{table}$ = 2.006 and t.$_{count}$ = 1.1059

It means that t$_{table}$ is higher than t$_{count}$ 2.006> 1.1059. Based on the criteria, H$_o$ was accepted and Ha was rejected. So, there was not significant effect using Word Wall Media On Vocabulary Mastery at The grade VII students SMP N 1 Lembah Sorik Marapi. However, when researcher compared the students score between control and experimental group, there were some students in experimental group got higher score than in control group. So, that researcher take the conclusion as there is effect but not significant or weak affect.

D. Discussion

Word Wall Media is one of the strategy to increase students vocabulary. Jennifer Cronsberry created this strategy to make teaching learning process more fun, attractive and more interesting, so that students may get the good quality in teaching learning process. By applying this strategy, students would not be bored in the classroom.

There are some reason why this strategy is useful. The first, it is simple media and it can be started with the common word in English. This strategy ask students to think, act and arrange the word in their group. Word Wall Media has been improved the teaching learning process. It can be seen in experimental class, how students more enthusiasm and more active when the teacher show this word wall media.

From the result above it can be seen there were two groups in this research. In the pre-test of experimental class, before the students gave the treatment, the researcher gave them pre-test to measure their knowledge in vocabulary. The lowest score in this cycle was 36 and the highest score was 92. It can be said that many students had wrong answer and did not achieve the standard score of the junior high school. Next, in post-test of experimental group after the treatment, the lowest score of the students were 48 and the highest score was 92. In this experimental group, lots of students had passed the standard score of the junior high school. When it compared in pre-test, the students' score in post-test were improved. From this finding, it can be concluded that Word Wall Media are useful to enhance students' vocabulary

mastery in English. It can help students remember and atractive in the classroom. Students would not be bored and lazy by applying this kind of strategy.

The Word Wall Media has been discussed by Kurniasih et al. In their research, it can be known that there was a significant affect by applying Word Wall Media in Teaching Descriptive text. Furthermore, the research showed the score of students before applying this strategy was "poor". Then, the sample of this research was 28 senior high students. [46] The difference between the former research with this research is the focus of this research Previous research was focus on writing ability using word wall while this research focus on vocabulary mastery. Then, the similarity was the method that used were same which was experimental group.

Next research is written by Jasmine with the title "The Effects of Word Walls and Word Wall Activities on the Reading Fluency of First Grade Students". This research used 20 students as the sample. From the research, it can be known that word wall activities might have been a factor that helped to build and strengthen high-frequency word vocabulary resulting in the increase of words read per minute. Pre- and post-running records did indicate growth. Students increased words read per minute as the mean increased from 41.4 to 63.7 and the relatively stable standard deviations, 21.4 and 20.9 respectively, suggested that improvement with all students did occur. [47] This research focus

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[46] Winda Kurniasih and Zainal Arifin, "The USe of Word Wall Media In Teaching Descriptive Writing," n.d., 8.
[47] Joanne Jasmine and Pamela Schiesl, "The Effects of Word Walls and Word Wall Activities on the Reading Fluency of Reading Horizons N OVEMBER / D ECEMBER 2009 The Effects

on reading skills. Then, there are two variables in this research such as Word walls and word walls activity. Meanwhile, this research only focus on word wall media in vocabulary mastery. The similarity of this research is the kind of this research both use experimental design.

Then, the last research was come from Angraini with the title "The Use of Word Wall Media to Improve Students' Vocabulary Mastery at The Eight Grade of SMP Negeri 10 Metro". There were 28 students that choosed as the sample. The result showed there was significant effect by applying Word Wall Media in Improving Students Vocabulary Mastery. The Pre-test showed only 25 % students who passed the test and after the treatment done, there were 80 percent students who passed the test.[48] This research has the similarity with former research, it focus on vocabulary mastery. Then, the place of this research also in junior high school. However, both research have difference such as place, sample and the result.

From the all the results that have been stated by all the researchers above, it is proved that students' score which taught by Word Wall Media. Being in this research, the mean score of experimental group in post-test got higher than in control group ($72.88 > 70.00$).

After getting the score in experimental group that Word Wall Media in Improving Students Vocabulary. This technique helps students broaden their thinking and write their thoughts.

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of Word Walls and Word Wall Activities on the Reading Fluency of First Grade Students" 49, no. 04 (2017): 305.

[48] Anggraini, "The Use Of Word Walls Media To Improve Students' Vocabulary Mastery At The Eighth Graders Of Smp Negeri 10 Metro," 34.

E. Threats of The Research

Researchers said the study had some hazards, such as limited testing time. The students had a little time to study in the classroom. So there were a few students had a bit sentences to write. The learners tried doing in other time and the learners collected the answer to the researcher in the other time. The next threat was there were a few learners had the same answer because Researchers gave students more time to complete tests. It was happened and the researcher did not relize that it would be happened.

Then, researcher founded some of the students did not answer the test. Some only answere 10 out of 25 questions. At the beginning, the researcher has told to answer a whole questions even they did not know, cause the form of the test was multiple choice. So, they less thingking. However, students who did not complete the test, researcher cross the answer to be wrong. This may affect the score and result of this research.

CHAPTER V

CLOSING

A. Conclusion

From the results of the study, this study can be concluded:

1. The students' vocabulary mastery before studying by using Word Wall Media was 62.00 (less category).

2. The students' vocabulary after Word Wall Media implemented, the mean was 72.00 which is classified as good category.

3. Based on T-$_{test,}$ it can be seen that t_{count} was 1.1059, and t_{table} was 2-006. It means that t_{count} is lower than t_{table}. 1.1059< 2.006. Based on the criteria, H_o was accepted and Ha was rejected. So, there was not significant effect using Word Wall Media On Vocabulary Mastery at The grade VII students SMP N 1 Lembah Sorik Marapi.

4. From the findings above, it can be kown that there was effect but significant from Word Wall Media in Students' Vocabulary Mastery. It can be seen on experimental group, there were some students got higher score after the treatment.

B. Implication of the Research

Implication is a consequence or direct result of the findings on research study. The result of this study was about the effect of using word wall media on vocabulary mastery of the grade VII students' SMPN 1 Lembah Sorik Marapi. Based on the result of this research, it was known that word wall media improve

students vocabulary mastery in English. The result of this research is expected to become a benefit to:

1. SMP N 1 Lembah Sorik Marapi

    This research was expected to provide broader knowledge to SMP N 1 Lembah Sorik Marapi in using the word wall media in teaching-learning process. The implication of this study was the students more active in the classroom when using word wall media. Moreover, by looking the students score in experimental class, it can be inferred that word wall give the significant effect in students vocabulary mastery.

2. Reader

    This research was very useful because it can be used as material to broad horizons and knowledge about the theories and concept obtained during lecturers compare to their real application.

C. Suggestion

After completing this research, the researcher gathered a lot of information and experience in learning English. The researcher wants to make suggestions, such as:

1. For the next researcher, make a different topic in the post-test to cope with the cheatting between the students

2. When students doing the test, it is better for the teacher to accompany the researcher. So, students would more focus to answer the test.

3. since this technique can be used when there is enough time, researchers can give a clearer explanation after providing the clustering method.

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APPENDIX 1

The item of the test

Choose the best answer by giving (x) in a, b, c, or d!

A. Things around

1. Andi writes on .....
    a. The chair
    b. The table
    c. The bag
    d. The shoes
2. Rita is sweeping ....
    a. The wall
    b. The floor
    c. The table
    d. The chair
3. The children have ....
    a. Garden
    b. House
    c. toys
    d. Street
4. We must throw the rubbish into the ....
    a. River
    b. Floor
    c. Sea
    d. Dustbin
5. Anton eat some cookies and drink some ...
    a. SIUP
    b. Pasta
    c. Tea
    d. Pies
6. I buy my book in the ....
    a. Shop
    b. Classroom
    c. Garden
    d. Street
7. The girl are playing ....
    a. Dolls
    b. Cooking
    c. Doctor
    d. Football
8. My mother buys fruit in the ....
    a. Drugstore
    b. Market
    c. Library
    d. Shop
9. Rima is watching....
    a. Tv
    b. House
    c. School

d. Pillow

B. Choose the answer that relate with the animal around you.

10. The Mouse are afraid of ....
    a. Cats
    b. Tiger
    c. Birds
    d. Chicken
11. Rina is really like...
    a. rabbit
    b. giraffe
    c. elephant
    d. Hot drink
12. The colour of .....is white.
    a. buffalo
    b. giraffe
    c. elephant
    d. cow
13. The .... has two legs.
    a. cat
    b. han
    c. Cow
    d. Mouse
14. This animal usually live in group, what animal is that?
    a. Ants
    b. Cat
    c. Sauces
    d. Candies
15. The....live in the aquarium.
    a. Fish
    b. Fruit
    c. Laptop
    d. A Televison
16. The...is a caretaker of the house.
    a. Dog
    b. Library
    c. Aunt
    d. Teacher's Office
17. The....like banana.
    a. Elephant
    b. Monkey
    c. Hamster
    d. Hen

C. Publis Building around

18. Rudi is sick, her mother is taking him to the ....
    a. House
    b. Police office
    c. Library
    d. Hospital

19. My mother has bought some foods in .....
    a. Supermarket
    b. Oil
    c. Hotel
    d. School
20. My brother always do excercise in....
    a. Bathroom
    b. Bedroom
    c. Stadium
    d. Kitchen
21. After finishing her study in senior high school, she will continou to the...
    a. Hospital
    b. Hotel
    c. University
    d. Elementary School
22. Alda is a muslim, she pray in....
    a. The house
    b. The mosque
    c. The church
    d. Sea
23. Rizky want to buy a bag for his mom. So, she goes to...
    a. University
    b. Mall
    c. Hospital
    d. Market
24. Our family have a trip to Banda Aceh, unfortunately there is incident with our car. So, we decided to stay in....
    a. house
    b. hotel
    c. road
    d. Bank
25. People save their money in....
    a. Bank
    b. Company
    c. Post office
    d. Mall

Key Answer
1. b
2. b
3. c
4. d
5. c
6. a
7. a
8. b
9. a
10. a
11. a
12. d
13. b
14. a

15. a
16. a
17. b
18. d
19. a
20. c
21. c
22. b
23. b
24. b
25. a

APPENDIX 2
Result of the Test
Score of control class (post-test)

No	Initial	Number of Questions																									Total	Nilai Akhir
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	RR	1	1	X	X	1	1	1	1	1	1	X	X	1	X	1	X	1	1	X	1	X	1	X	1	X	15	60
2	LH	1	1	X	1	1	1	X	1	1	1	1	1	1	1	1	1	1	1	1	1	X	1	X	1	1	20	80
3	NR	1	X	1	X	1	1	1	1	X	1	1	1	1	1	1	X	1	X	1	1	1	1	1	1	1	19	76
4	AR	1	1	1	1	X	1	X	1	1	1	1	X	X	1	1	1	1	1	1	X	X	1	1	X	1	17	68
5	IP	1	X	1	X	1	1	1	1	1	1	1	X	X	X	1	1	1	1	1	X	1	1	1	1	1	18	72
6	NA	1	1	X	1	1	1	1	X	1	1	X	1	1	1	1	X	1	X	1	1	X	X	1	X	1	16	64
7	NS	1	1	X	X	1	1	1	1	1	X	1	1	1	1	1	1	1	1	1	1	1	1	X	1	1	20	80
8	AA	1	1	1	1	1	1	1	X	1	1	X	X	X	1	1	1	1	1	1	1	X	1	1	1	1	19	76
9	SA	X	1	1	1	1	1	1	1	1	X	1	1	1	X	1	X	1	X	1	1	1	1	1	1	1	19	76
10	RN	1	1	1	X	1	1	1	1	1	1	1	X	1	1	1	1	1	1	X	1	1	X	1	1	1	20	80
11	IZ	1	1	X	1	1	1	X	1	1	1	X	1	1	1	1	1	1	X	X	1	X	X	1	X	1	16	64
12	GM	1	X	1	1	1	1	X	1	1	1	1	1	1	X	X	1	X	X	1	X	1	1	1	1	X	17	68
13	NS	1	1	X	1	1	X	X	1	1	1	X	1	1	1	1	X	1	X	1	X	1	X	1	X	1	15	60
14	LA	X	1	X	X	1	1	1	X	1	1	1	X	1	1	1	1	1	1	1	X	1	1	1	X	1	17	68
15	FH	1	X	1	1	X	1	1	1	1	X	1	1	1	X	1	1	1	X	1	X	1	1	1	1	1	18	72
16	FHP	1	1	1	X	1	1	X	X	1	1	1	X	X	1	1	X	1	1	X	1	1	1	X	1	1	16	64
17	MN	1	1	X	1	1	1	1	1	1	1	X	1	1	1	1	1	X	1	B	1	X	1	1	X	1	18	72
18	NH	1	1	1	X	1	1	1	1	1	X	1	1	1	X	1	1	1	1	1	X	1	1	1	1	1	20	80
19	ARM	1	1	X	X	1	1	1	1	1	X	X	X	X	1	1	X	1	X	1	1	X	1	1	1	X	15	75
20	IHN	1	1	X	1	X	1	1	1	1	1	1	X	X	1	1	1	1	X	1	X	1	X	1	X	X	16	64
21	AG	X	1	1	1	X	X	1	1	1	1	1	1	X	X	X	1	1	1	1	1	X	1	1	1	1	17	68
22	AAH	1	1	X	1	X	1	1	1	1	1	1	1	1	X	1	X	1	1	1	X	X	1	1	1	1	18	72
23	AH	1	X	1	X	1	X	1	1	X	1	1	1	1	1	X	1	1	1	1	1	X	1	1	X	1	17	68
24	APN	1	1	X	1	1	1	1	X	1	1	X	1	1	X	1	1	1	1	1	1	X	X	1	1	X	18	72
25	JH	X	1	X	1	1	1	X	1	1	1	1	1	1	1	1	X	1	1	1	X	1	1	1	1	1	19	76
26	RH	1	1	X	1	X	1	1	1	1	1	1	X	X	X	X	1	1	1	1	X	X	1	1	1	1	16	64
27	HN	X	X	1	1	1	1	1	X	1	X	1	1	1	X	1	1	X	1	1	1	1	X	X	1	X	16	64
		184									266								151									

The result of experiment class (post-test)

No	Initial	Number of Questions																									Total	Niai akhir
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	AF	1	x	1	1	1	x	1	x	1	1	1	1	1	1	1	1	x	1	1	1	x	1	1	x	x	18	72
2	AZ	1	1	1	1	x	x	1	x	1	1	x	1	1	x	1	1	1	x	x	1	x	1	1	1	1	17	68
3	AFA	x	1	x	x	1	1	x	1	1	1	1	x	1	1	x	1	1	1	1	x	1	1	1	1	1	18	72
4	AS	1	1	1	1	1	1	x	1	1	1	1	1	1	x	1	1	1	1	1	x	x	1	1	1	x	20	80
5	AM	1	1	x	1	1	1	1	x	1	1	1	1	x	1	x	x	x	1	x	x	1	x	1	X	X	14	56
6	DA	1	1	x	1	1	1	x	1	1	1	x	1	1	x	x	1	1	1	1	1	x	x	1	x	1	17	68
7	DR	1	1	1	1	1	1	x	1	1	1	1	1	1	1	1	1	1	1	x	1	1	1	x	X	X	20	80
8	DAR	1	1	1	1	1	1	1	x	x	x	x	1	1	1	1	1	1	1	x	1	1	1	1	1	1	20	80
9	IK	1	1	1	1	1	1	x	1	1	1	1	1	1	x	1	1	1	1	1	x	x	1	1	1	1	21	84
10	IZ	X	1	x	x	1	1	1	1	1	1	1	1	1	1	1	x	x	x	1	1	1	1	1	1	1	19	76
11	LNS	1	1	1	x	1	1	1	1	1	1	1	1	x	1	1	1	1	1	x	1	1	1	1	1	1	22	88
12	MN	1	1	1	1	1	x	1	x	1	1	1	1	x	1	1	1	1	x	1	x	1	x	1	x	1	18	72
13	MQT	1	1	1	1	1	1	x	x	1	1	1	x	1	x	x	1	1	1	1	x	x	x	1	1	X	16	64
14	MA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	x	x	1	1	1	1	23	92
15	NS	X	X	x	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	x	x	1	1	20	80
16	NH	1	1	1	1	x	x	1	x	1	1	1	1	1	1	1	1	1	1	1	x	1	1	1	1	1	21	84
17	NHF	1	X	x	x	x	x	x	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	76
18	NY	x	1	1	1	1	1	1	1	1	1	1	x	x	x	1	1	1	1	1	x	1	1	x	1	1	19	76
19	NAS	1	1	1	x	x	1	x	1	1	1	1	1	1	1	1	1	1	x	1	x	x	1	1	1	1	19	76
20	NA	1	1	1	1	1	1	x	x	1	1	1	1	1	1	1	1	1	1	1	1	x	1	x	x	1	20	80
21	NH	1	x	x	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	x	1	1	1	x	1	21	84
22	RN	1	1	1	1	x	1	1	x	x	x	1	x	x	x	1	1	1	1	1	1	1	1	1	1	1	18	72
23	RI	1	1	1	1	X	1	x	x	x	1	x	x	x	1	1	x	x	1	1	X	1	1	1	1	1	14	56
24	RRH	x	x	x	x	1	x	x	x	1	1	1	1	x	x	x	1	1	1	1	x	x	x	1	1	1	12	48
25	SQ	1	1	1	1	1	1	1	1	1	x	x	1	x	x	1	x	x	1	1	x	x	x	x	x	1	14	56
26	SI	1	1	1	X	X	1	1	1	1	x	x	x	x	1	x	1	1	x	1	x	x	1	X	X	1	13	52
27	WH	1	1	1	1	x	1	1	x	1	x	1	1	x	1	1	1	1	1	1	x	x	1	1	1	1	19	76

The Score of Experimental Class (Pre-Test)

No	Initial	Number of Questions																									Total	Nilai Akhir
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	AF	1	x	1	1	1	x	x	x	1	1	1	1	1	1	1	1	x	x	x	x	x	x	1	x	x	13	52
2	AZ	1	1	1	1	x	x	x	x	1	1	x	1	x	x	x	1	1	x	x	x	x	1	1	1	1	13	52
3	AFA	x	1	x	x	1	1	x	x	1	1	1	x	1	1	x	1	1	1	1	x	1	1	1	1	1	17	68
4	AS	1	1	1	1	1	1	x	1	1	1	1	1	1	x	1	1	1	1	1	x	x	1	1	1	x	20	80
5	AM	1	1	x	1	1	1	x	x	1	1	1	1	x	x	x	x	x	x	x	x	x	x	x	X	X	9	36
6	DA	1	1	x	1	1	1	x	1	1	1	x	1	1	x	x	1	1	1	1	1	x	x	x	x	x	15	60
7	DR	1	1	1	1	1	1	x	1	1	1	1	1	1	1	1	1	1	1	x	x	1	1	x	X	X	19	76
8	DAR	1	X	1	1	1	1	1	x	x	x	x	1	1	1	1	1	1	x	x	x	1	1	1	1	1	17	68
9	IK	1	1	1	1	1	1	x	1	1	1	1	1	1	x	1	1	1	1	1	x	x	1	1	1	1	21	84
10	IZ	X	X	x	x	1	1	1	1	1	1	1	1	1	1	x	x	x	x	1	1	1	1	1	1	1	17	68
11	LNS	1	1	1	x	1	1	x	1	1	1	1	x	1	1	1	1	1	x	1	1	1	1	1	1	1	21	84
12	MN	1	1	1	1	1	x	1	x	1	1	1	1	x	1	1	1	1	x	1	x	x	x	1	x	1	17	68
13	MQT	1	1	1	1	1	1	x	x	1	1	1	x	1	x	x	1	1	1	1	x	x	x	1	1	X	16	64
14	MA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	x	x	1	1	1	1	23	92
15	NS	X	X	x	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	x	x	X	X	18	72
16	NH	1	1	1	1	x	x	1	x	1	1	1	1	1	1	1	1	1	1	1	1	x	1	1	1	1	21	84

No		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		
17	NHF	X	X	x	x	x	x	x	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	72
18	NY	x	1	1	1	1	1	1	1	1	1	1	x	x	x	1	1	1	1	1	x	1	1	x	1	19	76
19	NAS	1	1	1	x	x	1	x	1	1	1	1	1	1	1	1	1	1	x	1	x	x	1	1	1	19	76
20	NA	1	1	1	1	1	1	x	x	1	1	1	1	x	1	1	1	1	1	1	1	x	1	x	x	19	76
21	NH	1	x	x	1	1	1	x	1	1	1	1	1	x	1	1	1	1	1	x	1	1	1	1	x	19	76
22	RN	1	1	1	1	x	1	x	x	x	x	1	x	x	x	1	1	1	1	1	1	1	1	1	1	17	68
23	RI	1	1	1	1	X	1	x	x	x	x	1	x	x	x	1	1	x	x	1	1	X	1	1	1	14	56
24	RRH	x	x	x	x	1	x	x	x	1	1	1	1	x	x	x	1	1	1	1	x	x	x	x	x	10	40
25	SQ	1	1	1	1	1	1	1	1	1	x	x	1	x	x	1	x	x	1	1	x	x	x	x	1	14	56
26	SI	X	1	1	X	X	1	1	1	1	x	x	x	x	x	1	x	1	1	x	1	x	x	1	X	12	48
27	WH	1	1	1	1	x	1	1	x	1	x	1	1	x	1	1	1	1	1	1	x	x	1	1	1	19	76
		167								158								132										1828
												152,3333333															

The Score of Pre-Test (Control Class)

No	Initial	Number of Questions																									Total	Nilai Akhir
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	RR	1	X	X	X	1	1	1	X	1	1	X	X	1	X	1	X	1	X	X	1	X	X	X	1	X	11	44
2	LH	1	1	X	X	1	1	X	1	1	1	1	X	1	1	1	X	1	1	1	1	X	1	X	1	1	17	68
3	NR	X	X	1	X	1	1	X	1	X	1	1	1	1	1	1	X	1	X	1	1	1	1	1	1	1	17	68
4	AR	1	1	X	X	X	1	X	1	1	1	1	X	X	1	1	1	1	1	1	X	X	X	1	X	1	14	56
5	IP	X	X	X	X	X	X	X	1	1	1	1	X	X	X	X	1	1	1	1	X	X	1	1	1	X	11	44
6	NA	X	1	X	1	X	X	1	X	1	1	X	X	1	1	1	X	1	X	X	1	X	X	1	X	1	11	44
7	NS	1	1	X	X	1	1	X	1	1	X	1	X	1	X	X	X	1	1	1	X	1	1	X	1	1	14	56
8	AA	1	1	X	1	1	1	X	1	1	1	X	X	X	X	1	1	1	1	X	1	X	1	1	1	1	16	64
9	SA	X	1	1	1	1	1	1	1	1	X	1	X	1	X	1	X	1	X	1	1	1	1	1	1	1	18	72
10	RN	1	1	1	X	1	1	1	1	1	1	1	X	1	1	1	1	1	X	X	X	X	X	X	X	1	15	60
11	IZ	1	1	X	1	1	1	X	1	1	1	X	X	1	X	1	1	1	X	X	1	X	X	1	X	1	14	56
12	GM	X	X	X	1	1	1	X	1	X	X	X	1	1	X	X	1	1	X	X	1	X	X	X	1	X	10	40
13	NS	1	1	X	1	1	X	X	1	1	1	X	1	1	1	1	X	X	X	X	X	X	X	X	X	X	11	44
14	LA	X	X	X	X	X	X	1	X	1	1	1	X	1	X	1	1	1	1	1	X	X	1	1	X	1	12	48
15	FH	X	X	1	1	X	1	1	1	1	X	1	X	X	X	1	X	1	X	1	X	1	X	1	1	1	13	52
16	FHP	1	1	X	X	1	1	X	X	1	X	1	X	X	X	1	X	1	1	X	1	1	1	X	X	X	12	48
17	MN	1	X	X	X	1	1	1	1	1	1	X	X	1	X	1	X	X	1	B	1	X	X	1	X	1	12	48
18	NH	1	1	X	X	1	X	X	1	1	X	1	1	1	X	1	X	1	1	1	X	X	1	1	X	1	14	56
19	ARM	1	1	X	X	1	1	X	X	X	X	X	X	X	X	1	X	1	X	X	1	X	1	1	1	X	10	40
20	IHN	1	X	X	1	X	1	1	1	1	1	1	X	X	1	1	X	1	X	1	X	X	X	1	X	X	13	52
21	AG	X	X	X	X	X	X	1	1	1	1	1	1	X	X	X	1	1	1	X	1	X	X	1	X	1	11	44
22	AAH	1	X	X	1	X	1	1	1	1	1	1	1	1	X	X	X	1	1	X	X	X	X	1	X	1	13	52
23	AH	1	X	X	X	X	X	X	1	X	1	X	1	1	1	X	X	1	1	1	1	X	1	1	X	1	12	48
24	APN	1	1	X	1	1	1	X	X	X	1	X	X	1	X	X	X	1	X	X	1	X	X	X	1	X	10	40
25	JH	X	1	X	1	1	1	X	1	1	1	1	X	X	1	1	X	1	1	1	X	1	1	1	1	1	17	68
26	RH	1	1	X	1	X	1	X	1	1	X	1	X	X	X	X	1	1	1	1	X	X	1	1	1	1	14	56
27	HN	X	X	X	X	1	1	1	X	1	X	1	1	X	X	1	1	X	1	X	1	1	X	X	X	X	11	44
		138									229								112									

APPENDIX 3
Research Letter From The Faculty

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximil (0634) 24022

Nomor   : B - 3123   /Un.28/E.1/TL.00/07/2023   // Juli 2023
Lampiran   :
Hal   : **Izin Penelitian**
             Penyelesaian Skripsi.

Yth. SMPN 1 Lembah Sorik Merapi

Dengan hormat, bersama ini kami sampaikan bahwa:

Nama   : Sukri Habibi
Nim   : 1820300100
Fakultas   : Tarbiyah Dan Ilmu Keguruan
Program Studi   : Tadris Bahasa Inggris
Alamat   : Aek Marian, Lembah Sorik Marapi

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Using Word Wall Media on Teaching Vocabulary Mastery at The VII Grade Students' of SMPN 1 Lembah Sorik Merapi"**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida Siregar, S.Psi., MA
NIP. 19801224 200604 2 001

Appendix 4
Reply to Research Letter From SMP N 1 Lembah Sorik Marapi

PEMERINTAH KABUPATEN MANDAILING NATAL
UPTD SMP NEGERI 1 LEMBAH SORIK MARAPI
KECAMATAN LEMBAH SORIK MARAPI
Jl. Medan – Padang NO . 1 MAGA ☒ 22994

SURAT KETERANGAN
NO : 422 /47/ SMPN.1- LSM / 2023

Yang bertanda tangan dibawah ini, kepala SMP Negeri 1 Lembah Sorik Marapi menerangkan bahwa :

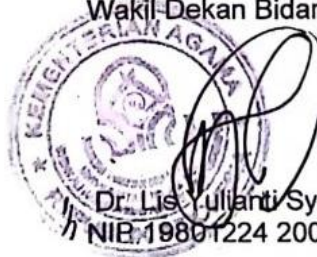Nama   : **SUKRI HABIBI**
NIM   : 18 203 00100
Fakultas   : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat   : Aek Marian Kec. Lembah Sorik Marapi, Kab. Mandailing Natal

Benar telah melakukan penelitian di SMP Negeri 1 Lembah Sorik Marapi dengan judul :

"THE EFFECT OF USING WORD WALL MEDIA ON VOCABULARY OF THE GRADE VII STUDENTS SMP N 1 LEMBAH SORIK MARAPI".

Penelitian tersebut dilaksanakan mulai tanggal 17 Juli 2023 s/d 26 Agustus 2023 guna mendapatkan informasi / keterangan / data yang berhubungan dengan skripsi dalam menyelesaikan kuliahnya pada Universitas Islam Negeri Syekh Hasan Addary Padang Sidimpuan.

Demikian surat keterangan ini kami sampaikan untuk dapat dipergunakan seperlunya.

Maga , 04 September 2023
Kepala SMP N 1 Lembah Sorik Marapi

Drs SAIFUL BAHRI
NIP : 19680614 199903 1 004

Appendix 5
The result of normality test

Normality Test in Pre-Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			27
Normal Parameters[a,b]	Mean		0000000
	Std. Deviation		3.43510513
Most Extreme Differences	Absolute		128
	Positive		071
	Negative		128
Test Statistic			128
Asymp. Sig. (2-tailed)[c]			200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		304
	99% Confidence Interval	Lower Bound	293
		Upper Bound	316

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Normality Test in Post-test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters[a,b]	Mean	0000000
	Std. Deviation	2.81926868
Most Extreme Differences	Absolute	168
	Positive	117
	Negative	168
Test Statistic		168
Asymp. Sig. (2-tailed)[c]		049

Monte Carlo Sig. (2-tailed)[d]	Sig.		049
	99% Confidence Interval	Lower Bound	043
		Upper Bound	054

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Appendix 6
The rseult of Homogenity test

Tests of Homogeneity of Variances (Pre-test)

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.471	1	52	122
	Based on Median	2.322	1	52	134
	Based on Median and with adjusted df	2.322	1	43.338	135
	Based on trimmed mean	2.329	1	52	133

Tests of Homogeneity of Variances (post-test)

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	4.945	1	52	331
	Based on Median	3.034	1	52	087
	Based on Median and with adjusted df	3.034	1	37.653	090
	Based on trimmed mean	4.774	1	52	033

Appendix 7
Validation letter

VALIDATION LETTER

I am the one who signed this letter

    Name : ELLY AFRIANI HASIBUAN, S.Pd

    Job   : English Teacher in SMPN 1 Lembah Sorik Marapi

Has provided oral test guide sheet on students' speaking mastery for completeness of the research entitled:

    "The Effect of Using Word Wall Media on Vocabulary Mastery of The Grade SMPN 1 Lembah Sorik Marapi"

Arranged by:

Name : SUKRI HABIBI

NIM   : 18 203 00100

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Department (TBI-2)

The input that I have given as follow:

With hope, the input and assessments that given can be used to complete in obtaining the quality of guidelines for good oral test.
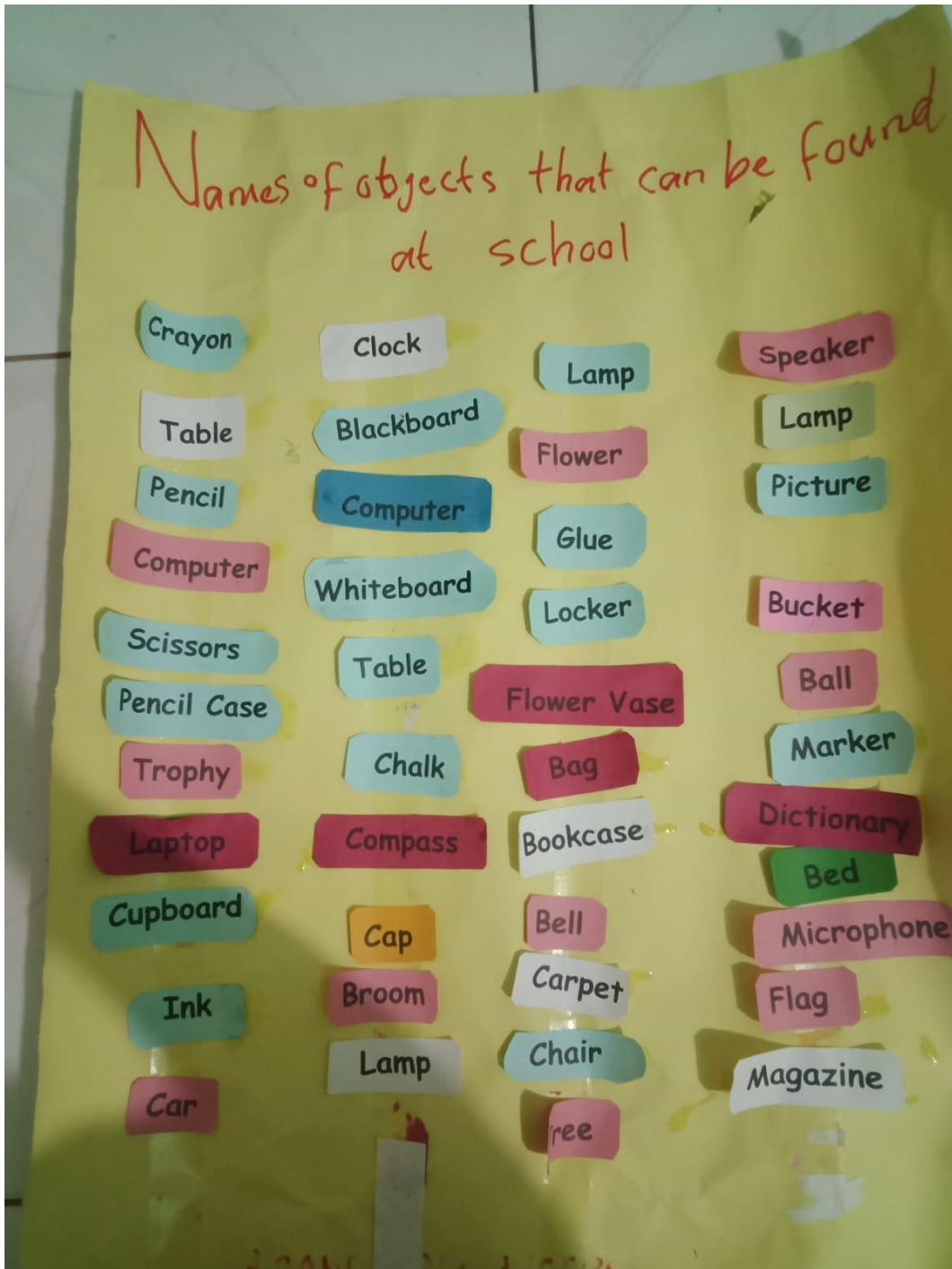
Pasar Maga,   2023

Validator

ELLY AFRIANI HASIBUAN, S.Pd
NIP. 198008022008012002

Appendix 8
t-table

Titik Persentase Distribusi t (df = 41 – 80)

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

Appendix 9
Documentation

Names of objects that can be found at school

Crayon · Clock · Lamp · Speaker
Table · Blackboard · Flower · Lamp
Pencil · Computer · · Picture
Computer · Whiteboard · Glue ·
Scissors · · Locker · Bucket
Pencil Case · Table · · Ball
Trophy · Chalk · Flower Vase · Marker
Laptop · Compass · Bag · Dictionary
Cupboard · · Bookcase · Bed
· Cap · Bell · Microphone
Ink · Broom · Carpet · Flag
· Lamp · Chair · Magazine
Car · · ree ·

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Assalamu'alaikum Wr. Wb.
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          Teaching Vocabulary Mastery At Grade VII SMPN 1
          Lembah Sorik Marapi,"

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.
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