



**USING WORD WALL MEDIA  
TO IMPROVE STUDENTS' VOCABULARY MASTERY  
IN TEACHING READING  
AT FIFTH GRADE SD IT NURUL ILMI PADANGSIDIMPUAN**

***A THESIS***

*Submitted to the State Institute for Islamic Studies Padangsidempuan as a  
Partial Fulfillment of the Requirement for Graduate Degree of Islamic  
Education (S.Pd.I) in English*

**Written by:**

**NUR AZIZAH LUBIS**  
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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2015**



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**2015**



Term : Munaqosyah  
a.n. Nur Azizah Lubis

Padangsidimpuan,<sup>08</sup> May 2015

To:  
Dean Tarbiyah and Teacher  
Training Faculty

Item : 5 (Five) Exemplars

In-  
Padangsidimpuan

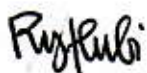
Assalamu'alaikum Wr.Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to Nur Azizah Lubis, entitled ***"USING WORD WALL MEDIA TO IMPROVE STUDENTS' VOCABULARY MASTERY IN TEACHING READING AT FIFTH GRADE SD IT NURUL ILMI PADANGSIDIMPUAN"***, we approved that the thesis has been acceptable to complete therequirement to fulfill for the degree of Graduate of Islamic Educational scholar (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of me Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

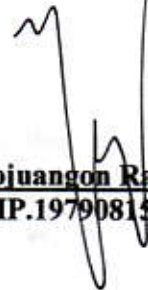
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**Declaration Maker,**



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**Date : May 08<sup>th</sup>, 2015**  
**Time : 14.00 WIB until finish**  
**Result/Mark : 74.25 (B)**  
**IPK : 3.28**  
**Predicate : Very good**



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#### **LEGALIZATION**

**The Thesis with Title : USING WORD WALL MEDIA TO IMPROVE STUDENTS' VOCABULARY MASTERY IN TEACHING READING AT FIFTH GRADE SD IT NURUL ILMI PADANGSIDIMPUAN**

**Written By : NUR AZIZAH LUBIS**

**Reg. Number : 10 340 0094**

**Faculty/ Department : Tarbiyah and Teacher Training Faculty/ English Education Department**

The thesis has been accepted as a partial fulfillment of requirement for degree of Graduate of Islamic Education (S.Pd.I) in English.

Padangsidimpuan, 21 May, 2015



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The researcher realizes this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for the researcher to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, May 30<sup>th</sup> 2015  
Researcher



**Nur Azizah Lubis**  
**Reg. No. 10 340 0094**



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**Name : Nur Azizah Lubis**  
**Reg. No : 10 340 0094**  
**Faculty : Tarbiyah and Pedagogy**  
**Department : English Education (TBI-3)**  
**Title of Thesis : Using Word Wall Media To Improve Students' Vocabulary Mastery In Teaching Reading At Fifth Grade SD IT Nurul Ilmi Padangsidimpuan**

### **ABSTRACT**

This research was talking about using word wall to improve students' vocabulary mastery in teaching reading at fifth grade SD IT Nurul Ilmi Padangsidimpuan. Most of students had low achievement in vocabulary, students did not have good media in vocabulary, students did not mention about vocabulary noun, verb, adjective and adverb. Students had lack of motivation. This research purposed to describe the students' achievement vocabulary mastery in teaching reading and to identify the factors which influence students' vocabulary mastery in teaching reading by using word wall at fifth grade SD IT Nurul Ilmi Padangsidimpuan.

The method used in this research was classroom action research, by implementing the Kemmis design which consisted four steps. Those were planning, acting, observing, and reflecting. Moreover, to solve the vocabulary problems the researcher applied word wall media. In this research, the researcher used two vocabulary tests and two cycles. Moreover, the participants of this research were the class of V Mus'ab consisted of 26 students and also there was collaboration with an English teacher. Meanwhile, the data was derived among from vocabulary tests, observation notes, and also interview.

Based on the research result, showed the improvement mean score of the students. The first test in the first cycle was 70.19 (46%), and second test in the second cycle was 87.88 (92%). It can be concluded that the mean score in the second cycle was higher than the first cycle. Base on the problems in noun, verb, adjective and adverb. It was solved by giving explanation again using media word wall, by motivating, advice and ask them to learn more vocabulary.

Based on observation notes stated that the students got improvement and the students to be motivated toward English especially, in learning vocabulary. Related to the interview result, it could be known that students' vocabulary mastery had improved. It asserted that by using word wall media improve students' vocabulary mastery in teaching reading.

## **APPENDIX I**

*Pertemuan ke 1*

### **SIKLUS I (CYCLE I) RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama Sekolah : SDIT NURUL ILMI PADANGSIDIMPUAN  
Kelas/Semester : V (LIMA) / II (DUA)  
Subjek : Bahasa Inggris  
Jenis Teks : *Descriptive Text*  
Aspek/Skill : Membaca / *Reading*  
Alokasi Waktu : 1 x 35 menit (1x pertemuan)

---

#### **A. Standar Kompetensi Membaca**

7. Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah

#### **B. Kompetensi Dasar**

- 7.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana dan teks sangat sederhana
- 7.2 Memahami kalimat, pesan tertulis, dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima

#### **C. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa mampu untuk memahami teks descriptive

#### **D. Karakter siswa yang diharapkan:**

- a. Dapat dipercaya ( *Trustworthiness* )
- b. Rasa hormat dan perhatian ( *respect* )

- c. Tekun ( *diligence* )
- d. Tanggung jawab ( *responsibility* )
- e. Berani ( *courage* )

## E. Materi Pembelajaran

### A SUCCESSFUL FARMER

Mr Sadinu is a successful farmer. He has been a farmer for ten years. He lives with this family in banjarsari, a small village. He has two daughters and three sons. His children also help him manage his farm. Mr Sadinu has a large rice field. He can not work with his children only. Therefore, he also has many workers. Some of them work at the rice field, some others work at the barns. Taking care of the cows. Mr Sadinu raises twenty cows.

Mr Sadinu always plants rice three times a year. Therefore, he has three harvest times. He also has many scarecrows to keep birds away from the field. Mr Sadinu does not keep all the rice at home. He sells some of them. Usually, buyers from other cities come to buy his rice. Mr Sadinu's cows also produce milk. He sells the milk to a cheese factory. Everyday, a tank truck comes to take the milk from Mr Sadinu's farm. Mr Sadinu has been a very successful farmer. He earns much money from the rice and the milk.

## F. Strategi Pembelajaran

- WORD WALL Strategy

## G. Langkah-Langkah Kegiatan

### Pertemuan Pertama

<b>1. Kegiatan Awal</b> a. Guru membuka kelas dengan mengucapkan salam, dan	a. Siswa memberikan salam dan berdoa
--	--------------------------------------



<p>mempersilahkan siswa untuk membaca doa belajar,</p> <p>b. Guru mengabsen siswa</p> <p>c. Guru bertanya kepada siswa tentang materi yang berkaitan</p> <p>d. Guru menjelaskan tujuan pembelajaran yang akan dicapai</p>	<p>b. Siswa mendengarkan guru mengabsen</p> <p>c. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan</p> <p>d. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru</p>
<p><b>2. Kegiatan Inti Reading</b></p> <p>a. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari</p> <p>b. Guru membaca nyaring dengan lafal dan intonasi dan jeda yang baik dan benar.</p> <p>c. Guru mengidentifikasi informasi dalam kalimat – kalimat sangat sederhana</p> <p>d. Guru mengidentifikasi informasi yang terdapat dalam pesan tertulis sangat sederhana.</p> <p>e. Guru mengidentifikasi teks descriptive bergambar sangat sederhana.</p>	<p>a. Siswa mendengarkan penjelasan dari guru</p> <p>b. Siswa membaca nyaring dengan lafal dan intonasi dan jeda yang baik dan benar</p> <p>c. Siswa mengidentifikasi informasi dalam kalimat – kalimat sangat sederhana.</p> <p>d. Siswa mengidentifikasi informasi yang terdapat dalam pesan tertulis sangat sederhana.</p> <p>e. Guru mengidentifikasi teks descriptive bergambar sangat sederhana.</p>
<p><b>3. Kegiatan Penutup</b></p> <p>a. Guru dan siswa bersama-sama menyimpulkan pelajaran</p> <p>b. Guru menanyakan kesulitan siswa dalam bahasa Inggris</p> <p>c. Siswa memberi salam kepada guru</p> <p>d. Guru dan siswa berdoa selesai belajar</p>	

## H. Sumber Belajar

1. Ida Kusuma, dkk. 2012. PT. Tiga Serangkai Pustaka Mandiri. *Stairway A Fun and Easy English Book For Grade V of Elementary School*.
2. Teks yang berkaitan dengan bahan ajar
3. Word wall

## I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
<ul style="list-style-type: none"><li>▪ Melafalkan kata, frasa, dan kalimat dengan baik dan benar</li><li>▪ Membaca kata, frasa, dan kalimat dengan tekanan dan intonasi yang benar</li><li>▪ Membaca nyaring dengan baik dan benar</li><li>▪ Mengidentifikasi kosakata yang sesuai dengan konteks teks teks descriptive sangat sederhana</li></ul>	Tes Tulis	Pilihan Ganda	<i>Choose the best answer based on text or picture (a, b, c, or d)</i>

## J. Pedoman Penilaian

- Untuk tiap nomor, tiap jawaban benar skor 5
- Jumlah skor maksimal  $5 \times 20 = 100$
- Nilai maksimal = 100

## **APPENDIX II**

*Pertemuan ke 2*

### **SIKLUS I (CYCLE I) RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama Sekolah : SDIT NURUL ILMI PADANGSIDIMPUAN  
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#### **M. Tujuan Pembelajaran**

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#### **N. Karakter siswa yang diharapkan:**

- f. Dapat dipercaya ( Trustworthines)
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#### **Q. Strategi Pembelajaran**

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## R. Langkah-Langkah Kegiatan

### Pertemuan Pertama

<b>4. Kegiatan Awal</b> <ul style="list-style-type: none"><li>e. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar,</li><li>f. Guru mengabsen siswa</li><li>g. Guru bertanya kepada siswa tentang materi yang berkaitan</li><li>h. Guru menjelaskan tujuan pembelajaran yang akan dicapai</li></ul>	<ul style="list-style-type: none"><li>e. Siswa memberikan salam dan berdoa</li><li>f. Siswa mendengarkan guru mengabsen</li><li>g. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan</li><li>h. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru</li></ul>
<b>5. Kegiatan Inti Reading</b> <ul style="list-style-type: none"><li>f. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari</li><li>g. Guru membaca nyaring dengan lafal dan intonasi dan jeda yang baik dan benar.</li><li>h. Guru mengidentifikasi informasi dalam kalimat – kalimat sangat sederhana</li><li>i. Guru mengidentifikasi informasi yang terdapat dalam pesan tertulis sangat sederhana.</li><li>j. Guru mengidentifikasi teks descriptive bergambar sangat sederhana.</li></ul>	<ul style="list-style-type: none"><li>f. Siswa mendengarkan penjelasan dari guru</li><li>g. Siswa membaca nyaring dengan lafal dan intonasi dan jeda yang baik dan benar</li><li>h. Siswa mengidentifikasi informasi dalam kalimat – kalimat sangat sederhana.</li><li>i. Siswa mengidentifikasi informasi yang terdapat dalam pesan tertulis sangat sederhana.</li><li>j. Guru mengidentifikasi teks descriptive bergambar sangat sederhana.</li></ul>



<p>k. Guru menyuruh siswa untuk menjawab pertanyaan sesuai materi.</p> <p>l. Guru menyuruh siswa untuk memeriksa kembali pekerjaan mereka.</p>	<p>k. Siswa menjawab pertanyaan sesuai dengan materi yang di berikan guru.</p> <p>l. Siswa memeriksa kembali pekerjaan mereka.</p> <p>m. Siswa membuat keyakinan bahwa pertanyaan telah dijawab secara keseluruhan</p> <p>n. Siswa mengumpulkan tugas mereka</p>
<p><b>6. Kegiatan Penutup</b></p> <p>e. Guru dan siswa bersama-sama menyimpulkan pelajaran</p> <p>f. Guru mengumpulkan soal yang telah dikerjakan siswa</p> <p>g. Guru menanyakan kesulitan siswa ketika menjawab soal</p> <p>h. Siswa memberi salam kepada guru</p> <p>i. Guru dan siswa berdoa selesai belajar</p>	

#### **S. Sumber Belajar**

4. Ida Kusuma, dkk. 2012. PT. Tiga Serangkai Pustaka Mandiri. *Stairway A Fun and Easy English Book For Grade V of Elementary School*.
5. Teks yang berkaitan dengan bahan ajar
6. Word wall

#### **T. Penilaian**

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen Soal</b>
<ul style="list-style-type: none"> <li>▪ Melafalkan kata, frasa, dan kalimat dengan baik dan benar</li> <li>▪ Membaca kata, frasa, dan kalimat dengan tekanan dan intonasi yang benar</li> <li>▪ Membaca nyaring dengan baik dan benar</li> <li>▪ Mengidentifikasi kosakata yang sesuai dengan konteks teks teks descriptive sangat sederhana</li> </ul>	Tes Tulis	Pilihan Ganda	<i>Choose the best answer based on text or picture (a, b, c, or d)</i>

#### U. Question

*Choose the best answer based on text (a, b, c, or d)!*

<b>Indicator</b>	<b>Number of Question</b>
<b>Noun</b>	1 - 10
<b>Verb</b>	11 - 15
<b>Adjective</b>	16 - 18
<b>Adverb</b>	19 - 20

➤ (A SUCCESSFUL FARMER )

1. Mr. Sadinu bekerja di **sawah**.

**Sawah** in English is..

- a. Garden
- b. Park
- c. Rice field
- d. Agricultural field



2. mereka bekerja sebagai **petani**

**Petani** in english is...

- a. Industrialist
- b. Farmer
- c. Teacher
- d. Snatcher



3. Mr. Sadinu memiliki banyak **sapi**.

**Sapi** in English is ...

- a. Goat
- b. Cow
- c. Buffalo
- d. Monkey



4. Dia menjual **keju** ke pasar.

**Keju** in English is ..

- a. Rises
- b. Corn
- c. Milk
- d. Cheeses



5. Adik suka minum **susu**.

**Susu** in English is ..

- a. Tea
- b. Milk
- c. Juice
- d. Ice



6. Kakak suka makan sayur **bayam**.

**Bayam** in English is ..

- a. Spinach
- b. Garlic
- c. Leafy vegetable
- d. Carrot



7. What is it ..?

- a. Bus
- b. Ambulance
- c. Car
- d. Tank truck



8. Beras Mr. Sadinu di jual ke **kota**.

**Kota** in English is ..

- a. Village
- b. Home
- c. City
- d. Garden



9. **Beras** Mr. Sadinu di jual ke kota.

**Beras** in English is ..

- a. Milk
- b. Cheese
- c. Rice
- d. Cake



10. **Burung** in English is ..

- a. Goat
- b. Cows
- c. Monkey
- d. Bird



11. He can not **work** with his children only

**Work** in Indonesia is ...

- a. Mencari
- b. Malas
- c. Bekerja
- d. Memasak

12. Some to **buy** his rice

**Buy** in Indonesia is ..

- a. Membeli
- b. Meminta
- c. Menjual



d. Memberi

13. He **sells** the milk to a cheese factory Please

**Sell** in Indonesia ....

a. Membeli

b. Meminta

c. Menjual

d. Memberi

14. A tank truck **come** to take the milk from Mr Sadinu's farm Mother

**Come** in Indonesia is ...

a. Pergi

b. Kembali

c. Datang

d. Pulang

15. He has three **harvest** times.

**Harvest** in English is ...

a. Menanam

b. Mencangkul

c. Menyiram

16. Memanen A **small** village.

**Small** in Indonesia is ...

- a. Besar
- b. Pendek
- c. Kecil
- d. Lebar

17. **Large** in Indonesia is ...

- a. Panjang
- b. Luas
- c. Sempit
- d. Pendek

18. **Success** in Indonesia is ..

- a. Senang
- b. Gagal
- c. Sukses
- d. Sedih

19. **Everyday** in Indonesia is ....

**Every day** in English ...

- a. Selalu
- b. Jarang
- c. Setiap hari
- d. Setiap minggu

20. **Always** in English ..

- a. Selalu
- b. Jarang
- c. Setiap hari
- d. Setiap minggu

#### **V. Penilaian**

- Untuk tiap nomor, tiap jawaban benar skor 10
- Jumlah skor maksimal  $5 \times 20 = 100$
- Nilai maksimal = 100

Padangsidempuan, 2014

Mengetahui:

Guru Bahasa Inggris Kelas V

Peneliti

Linda , S. Pd  
NIP.

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Kepala Sekolah SDIT NURUL ILMI PSP

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NIP.

**Validator**

**SojuangonRambe, S. S., M. Pd**

**NIP. 19790815 200604 1 003**

### APPENDIX III

#### TEST FOR CYCLE I

##### *Saying Basmalah ..*

21. Mr. Sadinu bekerja di **sawah**.

**Sawah** in English is..

- e. Garden
- f. Park
- g. Rice field
- h. Agricultural field



22. mereka bekerja sebagai **petani**

**Petani** in english is...

- e. Industrialist
- f. Farmer
- g. Teacher
- h. Snatcher



23. Mr. Sadinu memiliki banyak **sapi**.

**Sapi** in English is ...

- e. Goat
- f. Cow
- g. Buffalo
- h. Monkey



24. Dia menjual **keju** ke pasar.

**Keju** in English is ..

- e. Rises





- f. Corn
- g. Milk
- h. Cheeses

25. Adik suka minum **susu**.

**Susu** in English is ..

- e. Tea
- f. Milk
- g. Juice
- h. Ice



26. Kakak suka makan sayur **bayam**.

**Bayam** in English is ..

- e. Spinach
- f. Garlic
- g. Leafy vegetable
- h. Carrot



27. What is it ..?

- e. Bus
- f. Ambulance
- g. Car
- h. Tank truck



28. Beras Mr. Sadinu di jual ke **kota**.

**Kota** in English is ..

- e. Village
- f. Home
- g. City
- h. Garden



29. **Beras** Mr. Sadinu di jual ke kota.

**Beras** in English is ..

- e. Milk
- f. Cheese
- g. Rice
- h. Cake



30. **Burung** in English is ..

- e. Goat
- f. Cows
- g. Monkey
- h. Bird



31. He can not **work** with his children only

**Work** in Indonesia is ...

- e. Mencari
- f. Malas
- g. Bekerja
- h. Memasak

32. Some to **buy** his rice

**Buy** in Indonesia is ..

- e. Membeli
- f. Meminta
- g. Menjual
- h. Memberi

33. He **sell** the milk to a cheese factory.

**Sell** in English

- e. Membeli
- f. Meminta
- g. Menjual
- h. Memberi

34. A tank truck **come** to take the milk from Mr Sadinu's farm Mother

**Come** in English is ...

- a. Pergi
- b. Kembali
- c. Datang
- d. Pulang

35. He has three **harvest** times.

**Harvest** in English is ...

- d. Menanam
- e. Mencangkul
- f. Menyiram

g. Memanen

36. A **small** village.

**Small** in English is ...

e. Besar

f. Pendek

g. Kecil

h. Lebar

37. **Large** in Indonesia is ...

e. Panjang

f. Luas

g. Sempit

h. Pendek

38. **Success** in Indonesia is ..

a. Senang

b. Gagal

c. Sukses

d. Sedih

39. **Everyday** in Indonesia is ....

e. Selalu

f. Jarang

g. Setiap hari

h. Setiap minggu



40. **Always** in Indonesia is ....

- a. Selalu
- b. Jarang
- c. Setiap hari
- d. Setiap minggu

## **APPENDIX V**

*Pertemuan ke 3*

### **SIKLUS II (CYCLE II) RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama Sekolah : SDIT NURUL ILMI PADANGSIDIMPUAN  
Kelas/Semester : V (LIMA) / II (DUA)  
Subjek : Bahasa Inggris  
Jenis Teks : *Descriptive Text*  
Aspek/Skill : Membaca / *Reading*  
Alokasi Waktu : 1 x 35 menit (1x pertemuan)

---

#### **A. Standar Kompetensi Membaca**

9. Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah

#### **B. Kompetensi Dasar**

- 9.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana dan teks sangat sederhana
- 9.2 Memahami kalimat, pesan tertulis, dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima

#### **C. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa mampu untuk memahami teks descriptive

#### **D. Karakter siswa yang diharapkan:**

- k. Dapat dipercaya ( *Trustworthiness* )
- l. Rasa hormat dan perhatian ( *respect* )
- m. Tekun ( *diligence* )
- n. Tanggung jawab ( *responsibility* )
- o. Berani ( *courage* )

## **E. Materi Pembelajaran**

### **MAKE GADO – GADO**

Yesterday, I helped my mom make “gado-gado”. It was very delicious. First, she took a bag of potatoes. I peeled them one by one and put them in a bucket of water. I then washed the potatoes. My mom had prepared the stove with a pan with two scoops of water to boil the potatoes. After a while, she then put the potatoes into the pan. While waiting for the potatoes, we prepared other ingredients. My mom took a bowl of bean sprouts. She washed the bean sprouts, while I cleaned a bunch of carrots. After washing the bean sprouts, my mom then took a cabbage, and cut it into slices. My mom then took the potatoes from the stove. Then, she put another pan to boil the bean sprouts. This took only a while. Then, she boiled a kilo of eggs. Now it is time to make the sauce. My mom had fried ¼ kilo of peanuts. She put the peanuts on a grinder, added some chilies, two cubes of brown sugar, and a spoon of salt. She , then, ground all the ingredients of the sauce. While she was preparing the sauce, I fried some soya-cake or tempe and tofu. I then cut them into small cubes. I also peeled three cucumbers and sliced them. Preparing gado- gado is tiring, but I was happy to help my mom. I then called my brother and my father to have lunch together.

## **F. Pembelajaran**

- WORD WALL

## **G. Langkah-Langkah Kegiatan Pertemuan Ketiga**

<b>7. Kegiatan Awal</b>	
i. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar,	i. Siswa memberikan salam dan berdoa
j. Guru mengabsen siswa	j. Siswa mendengarkan guru

<p>k. Guru bertanya kepada siswa tentang materi yang berkaitan</p> <p>l. Guru menjelaskan tujuan pembelajaran yang akan dicapai</p>	<p>mengabsen</p> <p>k. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan</p> <p>l. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru</p>
<p><b>8. Kegiatan Inti Reading</b></p> <p>m. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari</p> <p>n. Guru membaca nyaring dengan lafal dan intonasi dan jeda yang baik dan benar.</p> <p>o. Guru mengidentifikasi informasi dalam kalimat – kalimat sangat sederhana</p> <p>p. Guru mengidentifikasi informasi yang terdapat dalam pesan tertulis sangat sederhana.</p> <p>q. Guru mengidentifikasi teks descriptive bergambar sangat sederhana.</p> <p>r. Guru menyuruh siswa untuk menjawab pertanyaan sesuai materi.</p> <p>➤ Guru melakukan tindakan untuk menyelesaikan permasalahan yang terjadi pada siklus 1</p>	<p>o. Siswa mendengarkan penjelasan dari guru</p> <p>p. Siswa membaca nyaring dengan lafal dan intonasi dan jeda yang baik dan benar</p> <p>q. Siswa mengidentifikasi informasi dalam kalimat – kalimat sangat sederhana.</p> <p>r. Siswa mengidentifikasi informasi yang terdapat dalam pesan tertulis sangat sederhana.</p> <p>s. Guru mengidentifikasi teks descriptive bergambar sangat sederhana.</p> <p>t. Siswa menjawab pertanyaan sesuai dengan materi yang diberikan guru.</p>
<p><b>9. Kegiatan Penutup</b></p>	

- j. Guru dan siswa bersama-sama menyimpulkan pelajaran
- k. Guru memperbaiki kesalahan siswa dalam menjaab soal
- l. Guru menanyakan kesulitan siswa ketika belajar bahasa inggris
- m. Siswa memberi salam kepada guru
- n. Guru dan siswa berdoa selesai belajar

#### H. Sumber Belajar

- 7. Ida Kusuma, dkk. 2012. PT. Tiga Serangkai Pustaka Mandiri. *Stairway A Fun and Easy English Book For Grade V of Elementary School*.
- 8. Teks yang berkaitan dengan bahan ajar
- 9. Word wall

#### I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
<ul style="list-style-type: none"> <li>▪ Melafalkan kata, frasa, dan kalimat dengan baik dan benar</li> <li>▪ Membaca kata, frasa, dan kalimat dengan tekanan dan intonasi yang benar</li> <li>▪ Membaca nyaring dengan baik dan benar</li> <li>▪ Mengidentifikasi kosakata yang sesuai dengan konteks teks teks descriptive sangat sederhana</li> </ul>	Tes Tulis	Pilihan Ganda	<i>Choose the best answer based on text or picture (a, b, c, or d)</i>

#### J. Pedoman Penilaian

- Untuk tiap nomor, tiap jawaban benar skor 5
- Jumlah skor maksimal  $5 \times 20 = 100$
- Nilai maksimal = 100

## **APPENDIX VI**

### *Pertemuan 4*

## **SIKLUS II (CYCLE II) RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama Sekolah : SDIT NURUL ILMI PADANGSIDIMPUAN  
Kelas/Semester : V (LIMA) / II (DUA)  
Subjek : Bahasa Inggris  
Jenis Teks : *Descriptive Text*  
Aspek/Skill : Membaca / *Reading*  
Alokasi Waktu : 1 x 35 menit (1x pertemuan)

---

### **A. Standar Kompetensi Membaca**

10. Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah

### **B. Kompetensi Dasar**

- 10.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana dan teks sangat sederhana
- 10.2 Memahami kalimat, pesan tertulis, dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima

### **C. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa mampu untuk memahami teks descriptive

### **D. Karakter siswa yang diharapkan:**

- p. Dapat dipercaya ( *Trustworthiness* )
- q. Rasa hormat dan perhatian ( *respect* )
- r. Tekun ( *diligence* )

s. Tanggung jawab ( *responsibility* )

t. Berani ( *courage* )

### **E. Materi Pembelajaran**

Bacaan deskriptif “Gado – gado ” (P.81)

Yesterday, I helped my mom make “gado-gado”. It was very delicious. First, she took a bag of potatoes. I peeled them one by one and put them in a bucket of water. I then washed the potatoes. My mom had prepared the stove with a pan with two scoops of water to boil the potatoes. After a while, she then put the potatoes into the pan. While waiting for the potatoes, we prepared other ingredients. My mom took a bowl of bean sprouts. She washed the bean sprouts, while I cleaned a bunch of carrots. After washing the bean sprouts, my mom then took a cabbage, and cut it into slices. My mom then took the potatoes from the stove. Then, she put another pan to boil the bean sprouts. This took only a while. Then, she boiled a kilo of eggs. Now it is time to make the sauce. My mom had fried ¼ kilo of peanuts. She put the peanuts on a grinder, added some chilies, two cubes of brown sugar, and a spoon of salt. She , then, ground all the ingredients of the sauce. While she was preparing the sauce, I fried some soya-cake or tempe and tofu. I then cut them into small cubes. I also peeled three cucumbers and sliced them. Preparing gado- gado is tiring, but I was happy to help my mom. I then called my brother and my father to have lunch together.

### **F. Strategi Pembelajaran**

- WORD WALL Strategy



## G. Langkah-Langkah Kegiatan

### Pertemuan Pertama

<p><b>10. Kegiatan Awal</b></p> <p>m. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar,</p> <p>n. Guru mengabsen siswa</p> <p>o. Guru bertanya kepada siswa tentang materi yang berkaitan</p> <p>p. Guru menjelaskan tujuan pembelajaran yang akan dicapai</p>	<p>m. Siswa memberikan salam dan berdoa</p> <p>n. Siswa mendengarkan guru mengabsen</p> <p>o. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan</p> <p>p. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru</p>
<p><b>11. Kegiatan Inti Reading</b></p> <p>s. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari</p> <p>t. Guru membaca nyaring dengan lafal dan intonasi dan jeda yang baik dan benar.</p> <p>u. Guru mengidentifikasi informasi dalam kalimat – kalimat sangat sederhana</p> <p>v. Guru mengidentifikasi informasi yang terdapat dalam pesan tertulis sangat sederhana.</p> <p>w. Guru mengidentifikasi teks descriptive bergambar sangat sederhana.</p>	<p>u. Siswa mendengarkan penjelasan dari guru</p> <p>v. Siswa membaca nyaring dengan lafal dan intonasi dan jeda yang baik dan benar</p> <p>w. Siswa mengidentifikasi informasi dalam kalimat – kalimat sangat sederhana.</p> <p>x. Siswa mengidentifikasi informasi yang terdapat dalam pesan tertulis sangat sederhana.</p> <p>y. Guru mengidentifikasi teks descriptive bergambar sangat sederhana.</p>

<p>x. Guru menyuruh siswa untuk menjawab pertanyaan sesuai materi.</p>	<p>z. Siswa menjawab pertanyaan sesuai dengan materi yang di berikan guru.</p> <p>aa. Siswa memeriksa kembali pekerjaan mereka.</p> <p>bb. Siswa membuat keyakinan bahwa pertanyaan telah dijawab secara keseluruhan</p> <p>cc. Siswa mengumpulkan tugas mereka</p>
<p><b>12. Kegiatan Penutup</b></p> <p>o. Guru dan siswa bersama-sama menyimpulkan pelajaran</p> <p>p. Guru mengumpulkan soal yang telah dikerjakan siswa</p> <p>q. Guru menanyakan kesulitan siswa ketika menjawab soal</p> <p>r. Siswa memberi salam kepada guru</p> <p>s. Guru dan siswa berdoa selesai belajar</p>	

## H. Sumber Belajar

10. Ida Kusuma, dkk. 2012. PT. Tiga Serangkai Pustaka Mandiri. *Stairway A Fun and Easy English Book For Grade V of Elementary School.*
11. Teks yang berkaitan dengan bahan ajar
12. Word wall

## I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
<ul style="list-style-type: none"><li>▪ Melafalkan kata, frasa, dan kalimat dengan baik dan benar</li><li>▪ Membaca kata, frasa, dan kalimat dengan tekanan dan intonasi yang benar</li><li>▪ Membaca nyaring dengan baik dan benar</li><li>▪ Mengidentifikasi informasi atau kosa kata dalam kalimat teks descriptive sangat sederhana</li></ul>	Tes Tulis	Pilihan Ganda	<i>Choose the best answer based on text or picture (a, b, c, or d)</i>

## J. Question

*Choose the best answer based on text (a, b, c, or d)!*

Indicator	Number of Question
<b>Noun</b>	1 - 10
<b>Verb</b>	11 – 15
<b>Adjective</b>	16 - 18
<b>Adverb</b>	19 - 20

## K. Pedoman Penilaian

- Untuk tiap nomor, tiap jawaban benar skor 5
- Jumlah skor maksimal  $5 \times 20 = 100$
- Nilai maksimal = 100

## APPENDIX VII

### TEST FOR CYCLE II

#### *Saying Basmalah ...*

1. Ibu menggunakan **kompore** untuk memasak.

**Kompore** in English is ...

- a. spoon
- b. Sugar
- c. Sauce
- d. Stove



2. Ani sedang mengiris **bawang**.

**Bawang** in English is ...

- a. Garlic
- b. Oil
- c. Onion
- d. Vegetable



3. Ayah sangat suka dengan **mentimun**.

**Mentimun** in english is ....

- a. Carrot
- b. Chilies
- c. Cucumber
- d. Salt



4. Ibu ku sedang menggoreng **kacang**

**Kacang** in English is ...

- a. Cabbage
- b. Peanuts



- c. Cucumber
- d. Potatoes

5. Ani memasak **kentang** di atas kuali.

**Kentang** in English is ...

- a. Sauce
- b. Egg
- c. Potatoes
- d. Carrot



6. Saya sedang mengiris **bunga kol** ...

**Bunga kol** in English is ....

- a. Chilies
- b. Slices
- c. Salt
- d. Cabbage



7. It is ....

- a. Scoop
- b. Bucket
- c. Spoon
- d. Peel



8. Ayah sangat suka makan **tahu** ...

**Tahu** in English is ...

- i. Potatoes
- j. Peanuts
- k. Tofu
- l. Sauce



9. Adik tidak suka makan cabai.

Cabai in English is ...

- a. Union
- b. Garlic
- c. Sauce
- d. Chilies



10. Ibu suka makan **telur**.

**Telur** in English is ...

- a. Potatoes
- b. Tofu
- c. Eggs
- d. Peanuts



11. I **help** my mom make “Gado - gado”

**Help** in Indonesia is ...

- i. Mencuci
- j. Membantu
- k. Menunggu
- l. Mengupas

12. She then **put** the potatoes in the pan.

**Put** in Indonesia is ...

- a. Meletakkan
- b. Mengupas
- c. Mencuci
- d. Memperbaiki

13. She **wash** the bean sprouts

**Wash** in Indonesia is ...

- a. Menonton
- b. Mencuci
- c. Meletakkan
- d. Membeli

14. My mom **fried** some soya –cake or tempe and tofu

**Fried** in Indonesia is ...

- i. Menggoreng
- j. Mencuci
- k. Mengambil
- l. Memasukkan

15. I **peel** of potatoes.

**Peel** in Indonesia is ...

- a. Mengupas
- b. Memotong
- c. Menggoreng
- d. Mencuci

16. What the meaning **Great** ?

**Great** in Indonesia is ..

- a. Hebat
- b. Bahagia

- c. Sedih
- d. Kecewa

17. I then cut them into **small** cubes.

**small** in Indonesia is ...

- a. Besar
- b. Kecil
- c. Panjang
- d. Pendek

18. I was **happy** to help my mom.

**Happy** in Indonesia is ...

- a. Sedih
- b. Marah
- c. Senang
- d. Kecewa

19. **Yesterday**, I helped my mom make “Gado - gado”

**Yesterday** in Indonesia is...

- a. Besok
- b. Nanti
- c. Kemarin
- d. Tadi

20. **Now**, it is time to make the sauce.

**Now** in Indonesia is ....



- a. Nanti
- b. Sekarang
- c. Kemarin
- d. besok

## **APPENDIX VIII**

### **Answer Key :**

**1. D**

**2. C**

**3. C**

**4. B**

**5. C**

**6. D**

**7. C**

**8. C**

**9. D**

**10. C**

**11. B**

**12. A**

**13. B**

**14. A**

**15. A**

**16. A**

**17. B**

**18. C**

**19. B**

**20. B**

## **APPENDIX IV**

### **ANSWER KEY**

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

## **APPENDIX IX**

### **LIST OF INTERVIEW**

#### **Interviews to the Students**

1. Apakah yang membuat adik tidak focus ketika belajar vocabulary?

Answer:

.....

2. Mengapa adik membuat keributan di kelas?

Answer:

.....

3. Mengapa adik sering permisi?

Answer:

.....

4. Mengapa adik salah dalam menjawab soal – soal ini ?

Number ( )

Answer .....

Number ( )

Answer .....

Number ( )

Answer .....

Number ( )

Answer .....

**Validator**

**SojuangonRambe, S. S., M. Pd**  
**NIP. 19790815 200604 1 003**

**Peneliti**

**Nur AzizahLubis**  
**Nim. 10 340 0094**

**Peneliti**

**Nur azizah lubis**  
**Nim. 10.340.0094**

**Validator**

**SojuangonRambe, S. S., M. Pd**  
**NIP.19790815 200604 1 003**

## **CURRICULUM VITAE**

### **A. Identity**

Name : Nur Azizah Lubis  
Reg. No : 10 340 0094  
Place / Birthday : Padangsidempuan / Juli, 27<sup>th</sup>, 1991  
Sex : Female  
Religion : Islam  
Address : Link. IV Pasar Sibuhuan

### **B. Parents**

Father's name : Pahrudin Lubis  
Mother's name : Erlina Idawati Nasution

### **C. Educational Background**

1. Elementary School : SD N 142927 / 3 Padangsidempuan (2004)
2. Junior High School : MTS S Al Mukhlisin Sibuhuan (2007)
3. Senior High School : MTS S Al Mukhlisin Sibuhuan (2010)
4. Institute : IAIN Padangsidempuan (2014)

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problems

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 aspects in learning of English and therefore students who enrich in vocabularies will be successful in language learning. It is true that the mastering of vocabulary will affect the students' ability in the four language skills they are : listening, speaking, reading and writing. So vocabulary is the collection of words that an individual knows.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾ قَالُوا سُبْحَنَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا ۚ إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾

Means : “ (31). And He taught Adam all the names, and then showed them to the angles, saying : Inform Me of the names of these, if ye are truthful. (32). They said : Be glorified ! We have no knowledge saving that wich talk has taught us. Thou, only Thou, art the Knower, the Wise.<sup>1</sup>

From the verse above, Allah tells Adam all the names of things on this earth and Allah sent Adam to name object. The human as children Adam, the human must know all the names of things in this earth, both in terms of shape and type. Learn vocabulary is very important in everyday life and is a matter of vocabulary in English, by studying the vocabulary we can master the names of the names of things. So , from the sara Al –

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<sup>1</sup> Muhammad Mukhsin Khan, *The Noble Qur'an in English Language* (Saudi Arabia : Islamic University Al – Munawwara, 1994), p. 8

Baqarah, the human know the mastery of the names of things in this earth is knowledge for both in education and in the life to come.

Vocabulary can be defined as sound that expresses a meaning and forms an independent unit in a language. It can be say that vocabulary is smallest unit of speech that process individual meaning to speak and can be used to interact one another and vocabulary can be says as a group of words on certain language as a part in teaching learning in a foreign language. Learning the English vocabulary is very important because its structure is used in every day conversation. The more practice the subject , the closer you get to mastering the English language. The vocabulary is very to master the four skills in English, through vocabulary, we convey our ideas, emotion and affectively. Vocabulary cannot be separated from the language, its important part of a language. The following illustration will present significances of vocabulary for our study English.

*First*, Vocabulary is very important because it will consider the students in the teaching learning. River's argues that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive, students will be unable to use structures and function. Students may have learned for comprehensible communication. *Second*, Vocabulary knowledge is important because it encompasses all the words must know to access background knowledge, express ideas and communicate effectively, and learn about new concepts and also need to distinguish between vocabulary for productive use and for receptive recognition because if the students just have a little vocabulary unable understand the question. *Third*, Vocabulary is important in case, it helps the students to enjoy their classes. One who mastery enough vocabulary will find fewer difficulties than those who have fewer vocabularies and learning the English



vocabulary is very important also because its structure is used in every day conversation. The more your practice the subject , the closer you get to mastering the English language. The last, vocabulary is very important for the students because vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words, they will not be able to speak, write and translate anything English.

Based on the illustration above, it is undeniably that vocabulary is necessary for everybody in variety of purpose and need because mastery vocabulary the students can learn language easily .

However, vocabulary is problematic at fifth grade SDIT Nurul Ilmi Padangsidimpuan. The actual facts are revealed in the following illustration :

*First*, Passing grade of English in Elementry school Nurul Ilmi Padangsidimpuan is 7.5 for all subjects. However, the data found At fifth Grade SDIT Nurul Ilmi Padangsidimpuan reveals the average of students' vocabulary mastery of grade fifth : 55 – 65. In brief, students' vocabulary mastery does not fulfill the expectation.<sup>2</sup> And also students mastery of English vocabulary is still poor. When the writer observed students at fifth grade SDIT Nurul Ilmi Padangsidimpuan, the students have difficulty in remembering new vocabulary encountered because they have never used the language before. It is showed the writer tried gives students new vocabulary they did not know different between noun, verb and adjective and adverb. *Second*, Range of grades is also problematic. Based the students grades list given by the teachers. In each classroom, it is seen that some of them get 100,to 9.5,90 and 80 grades. Most of them get 60, 40 to 55 grades. The rest get 30 to 35 grades. These grades reveal a very high contrast in the

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<sup>2</sup> Interview with the English teacher grade fifth SDIT Nurul Ilmi Padangsidimpuan "Ms Linda,on Thursday 24 April 2014

matter of ability and or achievement among students in the classrooms and Miss Linda said they are also difficulties make the vocabulary in a sentence. *Third*, it was also found that students have lack motivation in learning vocabulary mastery. Based on the writer's observation, when the writer's interviewed with the English teacher, she said they are lazy for bring the dictionary, they prefer to wait for the teacher to translate the vocabulary, and than they are also tend to forget the meaning of the word which have been taught or practiced before.

Accordingly, the problems above need to be solved in order to avoid flaws in students as product of education. There are some strategies or media that can enhance students vocabulary mastery such as with the using media *Semantic Mapping* is a visual strategy or media for vocabulary expansion and extension of knowledge by displaying in categories words related to one another, *Word Card* which the students are introduced into new words explicitly and teachers has known what words that she or he is going to give to the students. The term learning form word card is the association between a foreign language word form (written or spoken) and its meaning (often in the form of a first language translation, although it could be a second language definition or a picture or a real object ).<sup>3</sup> And the finally strategy or media with the using *Word wall Media* is a group of words that are displayed on a wall, bulletin board, chalkboard, or white board in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.<sup>4</sup>

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<sup>3</sup> ISP Nation, *Learning Vocabulary in Another Language* (Cambridge : Cambridge University Press, 2001), p. 169

<sup>4</sup> By Jennifer Cronsberry, *word walls* (Canada : Curriiculum services, 2004), p. 3

From the three alternative media above, the writer chooses to employ word wall media. By applying *word wall*, the researcher hopes that the students could get new vocabularies and improve their vocabulary. At least three reasons are available as background of the choice that is consideration of students learning materials. Below the writer reveals the reason :

*First, A word wall* is a media to reinforce the core vocabulary of a specific subject. Teachers select new words, technical terms, and words that frequently recur and print these words in bold block letters on cards. Teachers post these cards on a highly visible wall or bulletin board as students confront them in reading or discussions. The word wall is built one word at a time as students encounter new terminology. *Second,* The *word wall* is designed to be an interactive tool for students or others to use, and contains an array of words that can be used to improve the students' vocabulary mastery and help students see patterns and relationship in words, thus building phonics and spelling skills. They provide reference support for children during reading and writing activities.<sup>5</sup>

In view of above discussion, the researcher think that it is reasonable enough to be the reason why the researcher is interested to do a collaborative classroom action research under the title **“Using Word Wall Media To Improve Students’ Vocabulary Mastery In Teaching Reading At Fifth Grade SDIT Nurul Ilmi Padangsidempuan”**.

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<sup>5</sup> Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling*. Upper Saddle River, NJ: Prentice-Hall.

## B. Identification of the Problem

Base on the background of the problems above, it can be identified some problems. *First*, Range of grades problematic, students' mastery of English vocabulary is still poor and lack achievement vocabulary. *Second*, they did not know different between noun, verb, adjective and the last the students have low motivation.

## C. Focus of the Research

Based on the identification above. The researcher focuses the problems in improving students' vocabulary mastery that will be solved by doing word wall media. This research is conducted by classroom action research at fifth grade SDIT Nurul Ilmi Padangsidempuan, especially V Mus'ab second semester in academic year 2014/2015 SDIT Nurul Ilmi Padangsidempuan.

## D. Definition of the Key Terms

There are some terms that used in this research, they are:

### 1. Improving

Improving is a verb that has made something or became better.<sup>6</sup> So improving is going through better work to reach something. Improving consist of three steps, doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way with a great quality and correctly. So improving is going through better work to reach something.

### 2. Student

Rama Yulis in his book *Ilmu Pendidikan Islam* says that student is the member of society that tries to develop his/her self through education level process and kinds of

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<sup>6</sup> A. S. Hornby. *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 2000),p.682

certain education.<sup>7</sup>In addition, student can be defined as a raw material in transformation process in education.<sup>8</sup> So based on those definitions above, the writer concludes that the student is a person who learn on the elementary school until university and than he not only study on the formal education but informal education. In this research adopted to be the student who will be increase the vocabulary mastery.

### 3. Word wall

*Word wall* is a group of words that are displayed on a wall, bulletin board, chalkboard, or white board in a classroom. *word wall* is designed to be an interactive tool for students or others to use, and contains an array of words that can be used to improve the students vocabulary mastery and help students see patterns and relationship in words, thus building phonics and spelling skills. They provide reference support for children during reading and writing activities.<sup>9</sup> The words are printed in a large font so that they are easily visible from all student seating areas. These words are reffered to continually throughout a unit or term by the teacher and students during a variety of activities.<sup>10</sup> So, Word Wall is the good media can teacher use in learning English at Fifth Grade SD IT Nurul Ilmi Padangsidempuan”, because can make students more fun when learning process. In this research, word wall media is to improve students vocabulary mastery.

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<sup>7</sup>Rama Yulis, *Ilmu Pendidikan Islam*, (Jakarta: Kalam Mulia, 2008), p. 77.

<sup>8</sup>Rama Yulis dan Samsul Nizar, *Filsafat Pendidikan Islam*, (Jakarta: Kalam Mulia, 2010), p. 169.

<sup>9</sup> Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling*. Upper Saddle River, NJ: Prentice-Hall.

<sup>10</sup> Jennifer Consberry, *ibid*, p.3

#### 4. Vocabulary mastery

According to Oxford English Dictionary, vocabulary is defined as total number of words in a language, words known to a person, list of words their meaning especially at the back of the book used for teaching a foreign language.<sup>11</sup> And then according to Shirley Burridge says “Vocabulary is all the words in language, list of words in a lesson or books, all the words that one person knows”.<sup>12</sup> So, Vocabulary mastery is the knowledge in understanding the words. Vocabulary is the subject will be learned and improved by students especially noun, verb, adverb and adjective.

#### **E. The formulation of the problems**

Based on the limitation of the problems above, there is one independent variable which will improve one dependent variable. Students' vocabulary mastery and word wall media. Can Word Wall media improve students' Vocabulary mastery at fifth SD IT Nurul Ilmi Padangsidempuan?

#### **F. The Purpose of the Research**

The aim of his Class Action Research (CAR) is conducted in order using word wall media to improve students' vocabulary mastery in teaching reading at the fifth grade SD IT Nurul Ilmi Padangsidempuan.

1. Can improve students' vocabulary mastery in teaching by using word wall media At Grade SD IT Nurul Ilmi Padangsidempuan
2. To identify factors that improve students' vocabulary mastery by using word wall media At fifth SD IT Nurul Ilmi Padangsidempuan.

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<sup>11</sup> *Oxford Learners Pocket Dictionary*, (Oxford : Oxford University Press, 1991), p. 461

<sup>12</sup> Shirley Burridge, *Oxford Basic English Dictionary*, (New York: Oxford University Press, 1981), p. 477.

## **G. The significance of the Research**

This research is expected to be useful at least in three domains, they are for the science of education, for teachers and the for future researchers. The following illustration describes the significance for these parties :

### **1. The Teacher**

Expected to give a priority measures in teaching English Vocabulary and to be able to enrich the teachers' knowledge and than solve the problem of students difficulties in memorizing the meaning of vocabulary and part of speech : noun, verb, adverb and adjective at the fifth grade SD IT Nurul Ilmi Padangsidempuan.

### **2. The Headmaster**

Expected the headmaster is more capable in providing media increasing students learning English

### **3. The further researcher**

This research expected to give a new knowledge of the further research to do the better research of teaching, learning and to students vocabulary problems.

## **H. Indicator of Action**

Classroom action research is the process of studying a real school or classroom situation to understand and improve the quality of action or instruction.<sup>13</sup> It means that action research is a systematic way for teachers to observe their practice or to explore a problem and a possible course of action through planning, action, observation and reflection. Action research is any systematically inquiry conducted by teachers, researchers, principals, school counselors, or other stakeholders in the teaching learning

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<sup>13</sup> Andrew P. Johnson, *A Short Guide to Action Research Second Edition* (America: Pearson Education, 2005), p. 21.

environment to get the information about the ways how they teach, and how their students learn.

Action means the activities that will be done by someone. The researcher made teaching program, lesson plan, and also using strategy word wall in teaching reading in the classroom. Additionally, researcher collaborated with English teacher to become a teamwork who work together to solve the students' problem in improving vocabulary mastery in teaching reading by using Word wall media at Fifth grade of SD IT Nurul Ilmi Padangsidimpuan. Then, here are the indicators that researcher use:

1. Identify of noun
2. Identify verb
3. Identify adjective
4. Identify adverb

Moreover, the researcher gave test to know how far the students could vocabulary mastery by using word wall media at fifth grade SD IT Nurul Ilmi Padangsidimpuan. In addition, the researcher used observation notes and interview to support this research.



## **CHAPTER II**

### **THEORETICAL DESCRIPTION**

#### **A. Theoretical Description**

In arranging a research, theories are very important to explain some concepts or terms applied in research concerned. The terms are as follows:

##### **1. General Concept of Word wall**

###### **a. Definition of Word Wall**

Media is integral part of the education process of learning in school so into components that be must mastered by a professional teacher. The media have several benefits. In encyclopedia of Educational Research, the benefits include :

- 1) Lay the foundations of the concrete to think so reduce verbal
- 2) Enlarge the students' attention
- 3) Lay the foundations necessary for the development of learning, thus making the lesson more stable
- 4) Provide tangible experiences that can foster self – employed activity among students
- 5) Helped to foster the understanding that fosters student ability
- 6) Provide experiences that are not obtained with other ways as well as helping the development of greater efficiency depth and diversity more.

The things that need to be considered in selecting media are in characteristics of the media. Is the media used was appropriate with the

message or information to be communicated or not. The objective will be achieved or not, for example to increase or enrich and improve students' vocabulary proficiency by using media such as word wall media.

A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.<sup>1</sup>

The definition of *word wall* is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool designed to promote group learning. A word wall consist of words that young children frequently see when reading and use when writing. Regarding to the definition above, *word wall* is a systematically collection of words in large letter and placed in the classroom wall. It is a tool to use, not just display. This media can be designed to improve learning and group activities that can involve students in the making process and usage activity.

By using *word wall*, is expected that students could increase understanding of the English language vocabulary without depend on the use of a dictionary or even the meaning of the word given by the teacher.

#### **b. The Advantage and Disadvantage Using of *Word Wall***

##### 1) Advantages using *word wall* :

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<sup>1</sup> Jennifer Consberry, *opcit*, p.3

- a) It helps to remember the words.
- b) It helps to improve the spellings.
- c) Create interactive learning and communicative.
- d) The students were impressed and excited during the learning process.
- e) It can increase group learning activities

## 2) Disadvantage Of Using *word Wall*

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

### c. The Purpose of Word Wall

Word walls serve multiple purposes. Effective word walls:

- 1) Support the teaching of key words and subject-specific terminology.
- 2) Promote independence in reading and writing by building vocabulary.
- 3) Provide visual clues and reference for language learners.
- 4) Help students remember connections between words and concepts.

Word walls support student's ongoing study of how words work and should be interactive, not simply a display of words. Word walls encourage students to actively learn about words and therefore should be referenced and used often during reading and writing.

### d. Types of Word Walls

There are many different types of word walls. Possible options are listed below:

**Table 1.**  
**types of word walls<sup>2</sup>**

1	<b>Name Word Wall</b>	A word wall can be created with the first and/or last names of the students.
2	<b>Theme Word Wall</b>	A word wall can be created with vocabulary words related to a unit of study in the classroom (energy, community, authors study, etc.).
3	<b>Compound Word Wall</b>	A word wall can be created with a collection of compound words, such as rainbow, mailman, or watermelon.
4	<b>High-Frequency Word Wall</b>	A word wall can be created with high-frequency words which are appropriate for the grade level.
5	<b>Vowel Word Wall</b>	A word wall can be created with words which represent the sounds (short and/or long) for each vowel. (For example, a focus on short vowel sounds could include lick and sip for the short /i/ sound and pen and elephant for the short /e/ sound.
6	<b>Spelling Pattern Word Wall</b>	A word wall can be created with words which represent various spelling patterns appropriate for the grade level. (For example, a focus on the /st/ consonant cluster could include <i>stop</i> and <i>nest</i> .)
7	<b>Contraction Word Wall</b>	A word wall can be created with contractions, such as can't, won't, didn't, etc.
8	<b>Prefix and Suffix Word Wall</b>	A word wall can be created with words which contain specific prefixes and/or suffixes. (For example, a focus on suffixes might include <i>working</i> and <i>quickly</i> , a focus on prefixes might include <i>undone</i> and <i>preview</i>

## 2. General Concept of Vocabulary

### a. Defenition Of Vocabulary

Talking about language, it is inseparable from vocabulary, language learning means learning it is component, including vocabulary. The importance of vocabulary knowledge has long been recognized in language development. Vocabulary mastery becomes one of the requirements for people to speak a language, it cannot be denied that without vocabulary,

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<sup>2</sup> Fountas & Pinell, *Interactive Word Walls : Dynamic Teaching Tools* (1999), p.5

people cannot say anything. That is, language student need to learn vocabulary of language. Even though vocabulary is not the only one component that students must have, it is undeniable that vocabulary becomes one of important components in developing language.

According to oxford English dictionary, vocabulary is defined as total number of words in language, words known to a person, list of words and their meaning especially at the back of a book used for teaching a foreign language.<sup>3</sup> In the writer's opinion, vocabulary is one aspect of language in which is important in learning language because vocabularies carry meaning which is used in communication. A vocabulary is defined as all the words known and used by a particular person. However, the words known and used by particular person do not constitute all the words. Learning vocabulary is one of the first steps of learning second language, because vocabulary is the basic material to master the four of language skill. Those are speaking, reading, writing, and listening. Without understanding the new words, the students will get the difficulties to studying English language.

Shirley Burbidge says "Vocabulary is all the words in language, list of word in a lesson or books, all the words that one person knows".<sup>4</sup> Thomas Nelson says "Vocabulary is a list of word explained in alphabetical order".<sup>5</sup> And then, Hornby says "Vocabulary is all the words that a person knows or

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<sup>3</sup> Oxford learners *pocket dictionary* (oxford : oxford university press, 1991), p.461

<sup>4</sup>Shirley Burridge, *Oxford Basic English Dictionary*, (New York: Oxford University Press, 1981), p. 477.

<sup>5</sup>Thomas Nelson, *The Award Compact English Dictionary*, (London: Award Publication, 1985), p. 612.

use, the words that people use when they are talking about particular subject”.<sup>6</sup>

From the statements above, the writer concluded that vocabulary is a list or a series of words that is used to express the ideas or in other it is used for general communication.

Hornby says “Mastery is a complete or the state of having control over something superiority in competition, victory eminent skills or through knowledge”.<sup>7</sup> Thomas Nelson says “Mastery is the power or authority at a master, power to understand or skills to manage”.<sup>8</sup> It means that students must master English vocabulary and its grammatical rules to good communication to the other people.

Based on the explanation above, vocabulary mastery is the ability to understand the list of words. It means that the students have ability in understanding and using the words and meaning. The students do not only know the words, but also their meaning. It also plays the important part in English skills; listening, speaking, reading and writing, the large vocabulary, the students will find difficulties in mastering English skills.

#### **b. Types Of Vocabulary**

Further, according to Scott Thorbury vocabulary can be divided into two kinds too, they are:

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<sup>6</sup>Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2003), p. 1506.

<sup>7</sup>*Ibid.*, p. 20.

<sup>8</sup>Thomas Nelson, *Op.cit.*, p. 421.

- 1) Active vocabulary refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice.
- 2) Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.<sup>9</sup>

### **Classification of vocabulary :**

Vocabularies are classified into function and contents of words. The classification of word intended of such as nouns, pronouns, verbs, adjectives, prepositions, conjunctions, and interjections, in classification the words, categorized them as follows:

- a) Adjective is a word used to add to the meaning of noun.
- b) Adverb is a word used to add something to the meaning of a verb, and adjectives, or another adverb.
- c) Preposition is a word used with a noun or pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else.
- d) Pronoun is a words used in place of nouns
- e) Verb is a words used to say something about some person, place, or thing.
- f) Noun is a word used as the name of a person, place or thing.
- g) Conjunction is a word used to join words or sentence.
- h) Interjection is a word which expresses some sudden feeling.<sup>10</sup>

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<sup>9</sup>Scott Thorbury, *How To Teach Vocabulary*, (New Zealand: Longman, 2002), p.114

Based on the classification above, so the writer focused on noun, adjective, adverb and verb.:

#### (1) Noun.

Martin says “noun is a word used as the name a person, place, and thing”.<sup>11</sup> Then, Marcella Frank says “Noun is one of the mast important part of speech. It is arrangement with the verb help to farm the sentences. In addition it may function as the or head word in many structure”.<sup>12</sup>

From the statements above, the writer concluded that noun is one of the major form, or parts of speech, it comprises words as shows similar grammatical behaviors.

Examples:

Door	Chair	Table	Blackboard	Book
Bag	Pencil	Window	Floor	Paper
Anita	Adam	Mother	Father	Grandma
Medan	Sidimpuan	House	School	Mosque

From the examples above, there are some underlining words in the sentences; they are as noun of the name a person, place, and thing.

#### (2) Verb

Satrio Nugroho says “kata kerja adalah menunjukkan suatu pekerjaan, perbuatan tingkah laku atau kegiatan”.<sup>13</sup> Then,

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<sup>10</sup>Martin, *High School English Grammar*, (Jakarta: Prasada Rao, 1990), p. 3-4

<sup>11</sup>*Ibid.*,

<sup>12</sup>Marcella Frank, *Modern English*, (New York: Prentice Hall, 1972), p. 47

<sup>13</sup>Satria Nugroho, *Complete English Grammar*, (Surabaya: Kartika, 2003), p. 168



Jayanti Daksina Murty says “The verb follows subject in a declarative sentence, it generally shows the action of the sentence and the sentence must have a verb”.<sup>14</sup>

From the statements above, the writer concluded that verb is the verb is most complete part of speech is used to help making statement, asking question or delivering commands. There should be a verb to make a sentence. It must contain of subject and predicate at lest. In addition, verb take time of the action or activity. Consequently to write a good paragraph need verb understanding.

Examples.

Read	Write	Cry	Sing	Song
Dance	Walk	Run	jump	Eat
Sleep	Wash	Watch	Climb	Take

From the examples above, there are some underlining words in the sentences; they are as verbs of the action or activity.

### (3) Adjectives.

Marsella Farnk says “Adjectives is a word well express the quality, quantity, number and point out the person or thing is regarded as an adjective”.<sup>15</sup> Then, Jon S.Hartanto seys “kata sifat adalah kata yang di gunakan untuk untuk memberi sifat pada kata benda”.<sup>16</sup>

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<sup>14</sup>Jayanti Daksina Murthy, *Contemporary English Grammar*, (New Delhi: Book Place, 2003), p. 86.

<sup>15</sup>Marcella Frank, *Op.cit.*,

<sup>16</sup>John S.Hartanto, *Accurate, Brief and Clear English Grammar* (Surabaya: Indah Surabaya 2003), p.81

From the statements above, the writer concluded that adjective is a word used to add to the meaning of noun and to express the quality, quantity the person or thing.

Examples:

Sad	Happy	Wait	Black	Orange
Tired	Hot	Fat	Thin	Beautiful
Sweet	Handsome	Tall	Short	Long

From the examples above, there are some underlining words in the sentences; they are as the adjectives used to add to the meaning of noun and to express the quality, quantity the person or thing.

#### (4) Adverb

Hotbin D. lingga says “Adverb is a word used to add something to the meaning of a verb, and adjectives, or another adverb”.<sup>17</sup>

From the statements above, the writer concluded that adverb is have function to give information about the meaning of a verb, and adjectives, or another adverb.

Examples:

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<sup>17</sup>Hotbin D. Linga, *Advance English Grammar for TOEFL*, (Jakarta: Puspa swara.2006), p. 84.

Here	Slowly	Quickly	Past	Above
Out	There	Under	Beautifully	Behind

From the examples above, there are some underling word in the sentences, they are as adverbs used to add something to the meaning of a verb, and adjective.

### c. The Purpose Of Learning Vocabulary

To learn something people have to know the purpose of the things their learn, in this case the purpose of learning is to help the learners easier in expressing the idea because the vocabulary is all of the words contained in language, the word property owned by a speaker or a writer, words used in a field science, compiled a list of words like the dictionary is accompanied brief explanation through game, this problem is not only enriching vocabulary through lesson language but also through other study. The purpose of learning vocabulary can be found from the expert :

large vocabulary helps us express our ideas precisely in communication. We often believe that need a large number of words to master English language well it is not always wrong because we are hoped to realize that without a certain amount of vocabulary, it seems it is quite impossible to use the language precisely and vividly. We sometimes have difficulties in understanding the meaning of the word, in differentiating the word form and in applying the word in a sentences”.<sup>18</sup>

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<sup>18</sup> A.M, Zainuri, *Vocabulary 1*, (Jakarta,English Department, 2003),p. 1

From the explanation above it can be concluded that vocabulary understanding is very important, the students are able to communicate both verbally or in writing. To achieve those students need in arm ability adequate mastery of vocabulary to make students to communicate optimally. Therefore, the words related in specific areas to the students are the words round them like noun, verbs, adjectives and adverbs.

#### **d. Vocabulary Evaluation**

After researcher gives the lesson to the students using word wall , it is important to know how far their ability about the lesson, in vocabulary mastery. The vocabulary test will be designed in order to measure the students' vocabulary mastery at fifth grade SDIT Nurul Ilmi Padangsidempuan, because testing is one of tool to measure their ability. Then, here are the indicators that researcher use:

- 1) Identify of noun
- 2) Identify verb
- 3) Identify adjective
- 4) Identify adverb

Researcher uses multiple choice questions that consist of 20 questions. A multiple choice test is usually set out in such a way that the candidate is required to select the answer from a number of given options, only one of which correct, The marking process is totally objective because the marker is

not permitted to exercise judgment when marking the candidate's answer, agreement has already been reached as to the correct answer to each item.<sup>19</sup>

Based on explanation above, it can be concluded that multiple choice is a form of testing in which respondents are asked to choose the best possible answer from the list of choices and the test form are simple.

#### **e. Teaching Reading**

Many studies have shown that good readers have good vocabulary knowledge. In order to understand a text, readers need to know the meanings of individual words. They construct an understanding of the text by assembling and making sense of the words in context. Vocabulary knowledge is difficult to measure. It is, however, very important in learning to read and in future reading development. Words that are recognized in print have to match a reader's oral vocabulary in order to be understood. This is important for children who are developing oral proficiency, as well as for non-native speakers of a language. In later reading development, when students read to learn, they need to learn new vocabulary in order to gain new knowledge of specific subject matter.

- 1) Vocabulary should be taught directly and indirectly. Direct instruction includes giving word definitions and pre-teaching of vocabulary before reading a text. Indirect methods refer to incidental vocabulary learning, e.g. mentioning, extensive reading and exposure to language-rich contexts.

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<sup>19</sup>CyrillJ.Weir, *Communicate Language Testing* (New York: Prentice Hall, 1990), p. 43.

- 2) Repetition and multiple exposures to vocabulary items (e.g. through speaking, listening and writing) are important. This should ideally be done in connection with authentic learning tasks.
- 3) Vocabulary learning should involve active engagement in tasks, e.g. learning new vocabulary by doing a class project.
- 4) Word definitions in texts aid vocabulary development.
- 5) Multiple methods, not dependence on a single method, will result in better vocabulary learning.<sup>20</sup>

## B. Relevant Study

The research about word wall has done by Nur Aeni Kasim that was “*Increasing the students’ vocabulary mastery by using word wall*”<sup>21</sup> this research explains about the application of word wall in teaching vocabulary mastery. She conducted the observation started on “ 25 July 2012, to 4 August 2012. She used word wall to teach the vocabulary. The observation result of the students’ activeness in teaching and learning process was 67,83% at cycle I and increased significantly to be 82% at cycle II. It means that the implementation of word wall media in teaching vocabulary could make the students’ active in learning process so the implementation of this method was suitable and affective especially for increasing the students vocabulary mastery. Therefore, the following researcher can develop similar study that is detail by other media in vocabulary mastery.

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<sup>20</sup> Elizabeth S, *Teaching Reading*, (IAE Educational Practices Series University of Illinois at Chicago), p. 12

<sup>21</sup> Nur Aeni Kasim, *Increasing students’ vocabulary mastery by using word wall*, skripsi, (Makassar : Universitas Negeri Makassar (UNM) 2011), P. 12

Neaty Muttahidah, in her scrip *“Improving Students Vocabulary Trough Vocabulary Card In First Of Garde Mts Nurul Falah School At Pondok Ranji Ciputat Tangerang”*. Based on the result of her research showed that there was a development on the student’s vocabulary mastery, it can be seen from the mean score of pre-test were 49,6, the mean score of post-test cycle 1 was 58,0. And the mean score of post-test cycle II was 66, 3. In addition, there were 5 students (16,6 %) who passed Minimum Mastery Criterion in the pre test. Meanwhile, in the cycle I, there were 18 students (60 % ) who passed Minimum Mastery Criterion and it gained which was in the post test cycle II there were 26 students (86%) who passed Minimum Mastery Criterion, so the criteria of success was achieved. Then, from the result of questionnaire, it showed that there was improvement of positive responses in the teaching learning process of vocabulary through vocabulary card . the mean of pre questionnaire was 72,9 %. It improved 25,9 %.<sup>22</sup>

Muhammad Yusuf, in his script *The Effect Of Total Physical Response On Grade V Students’ Vocabulary Mastery At SD Negeri 142612 Panyabungan*. Based on the result of his research After calculating the data, the score experimental group higher then control group, and from the calculation of  $t$  to 2,20 and  $t_s$  1,17, it means that,  $t$  is higher than  $t_s$  ( $2,20 > 1,17$ ).<sup>23</sup>

### C. The Conceptual Framework

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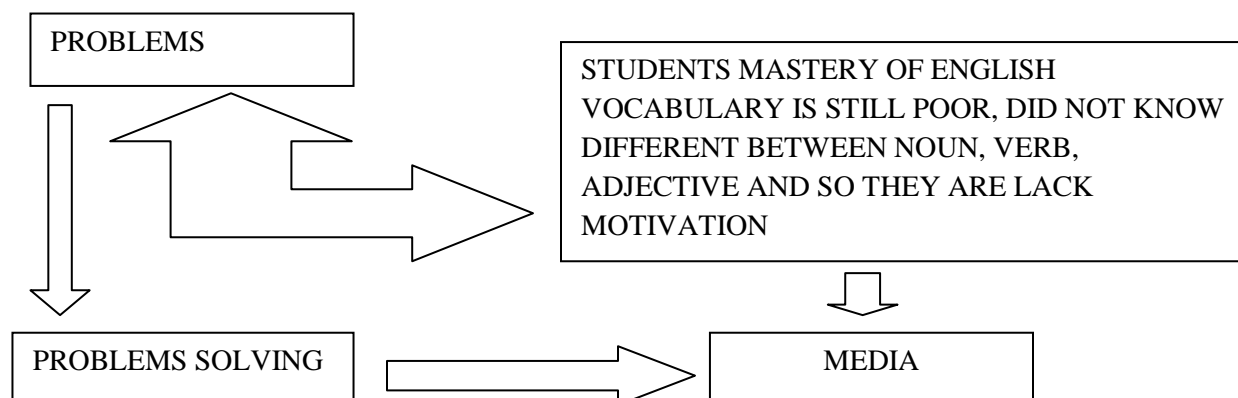
<sup>22</sup> Neaty Muttahidah, *Improving Students Vocabulary Trough Vocabulary Card In First Of Garde Mts Nurul Falah School At Pondok Ranji Ciputat Tangerang* (unpublished thesis), UIN Jakarta, 2011

<sup>23</sup> Muhammad Yusuf, *The Effect Of Total Physical Response On Grade V Students’ Vocabulary Mastery At Sd Negeri 142612 Panyabungan* (unpublished thesis), IAIN Padangsidimpuan, 2011

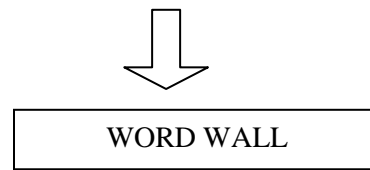
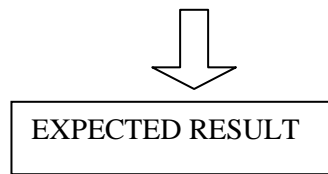
Vocabulary is one of the essential part in language learner. Vocabulary is the words used in general, there is no limit of fields or users, general in meaning and use. Vocabulary has also the important rules in understanding the language. Where, vocabulary does not only smallest units of language but is must be with grammatical rule in order to be correct. It will be useless if the learners do not know how to form new sentence if they do not know noun,verb, adjective and adverb.

The application of word wall media which is addressed by researcher hope the vocabulary which will be given to the students based on the material, till word wall concept has been prepared by researcher in improving students vocabulary mastery of noun,verb,adjective and adverb can be used in daily activity in English class. As the statement above that word wall make students interested in English lesson for the researcher to transfer her knowledge to the students. Where, multiple choices are chosen as the research intervention. This is done to know how long the students' ability in vocabulary mastery especially in part of speech such as noun, verb, adjective and adverb. From the statements above the researcher concludes that word wall in teaching vocabulary in English language can improve students English vocabulary mastery. Therefore, the researcher plans to do research based on the framework bellows :

Figure I: Research Conceptual Framework







#### **D. Action Hypothesis**

Action hypothesis is proposed in this research has a formula as follows : by using word wall media vocabulary mastery in English learning can improve students vocabulary and understanding of noun and improve students vocabulary at fifth Grade SD IT Nurul Ilmi Padangsidempuan.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Methodology

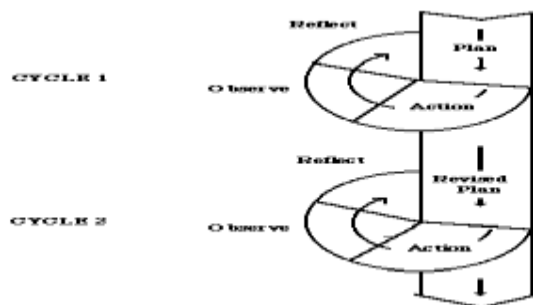
##### 1. The Place and Time of the Research

This research conducted at SD IT Nurul Ilmi Padangsidimpuan. That is located on BM. Muda street / Silandit street NO. 05 Padangsidimpuan. This location is strategic, because near the main street. SD IT Nurul Ilmi Padangsidimpuan has 15 class groups. Most of the students have the difficulties in vocabulary score and they have under average ability.

##### 2. The Research Design

In the research, the writer uses action research designed by Kemmis Taggart, this research focuses on improving students vocabulary by using word wall, This study applying classroom action research, according to Kemmis (1998) Action Research along with the major steps of planning, action, observation and reflection before revising the plan, they are the design of classroom action research is as follow:

Figure II<sup>1</sup>



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<sup>1</sup>Anne Burns, *Doing Action Research in English Language Teaching*, (New York And London :2009), p. 6 - 9

“Action research is a type of practitioner research that is used to improve the practitioner’s practice, action implies doing or changing something. Practitioner research means that the research is done by practitioners about their own practice. It is a process in which individual or several teachers collect evidence and make decision about their own knowledge, performance, beliefs and effects in order to understand and improve them”<sup>2</sup>

### **3. The Participants**

The participants are the students at Grade V SD IT Nurul Ilmi Padangsidempuan in academic year 2014/ 2015 where totally 26 students. Researcher chooses it because the researcher found the problems of vocabulary in this class. Another participant is an English teacher of SD IT Nurul Ilmi Padangsidempuan.

The researcher observes the execution while the teacher is doing an action in this class. Then, teacher also helps the researcher analyzed the data from the observation and makes plans for each cycle.

### **4. The Instruments**

#### **a. Test**

Instrument of collecting data is very important to support every research. The researcher will use vocabulary test especially in noun, verb, adjective and adverb. This test examine of the students’ vocabulary mastery at fifth grade SDIT Nurul Ilmi Padangsidempuan.

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<sup>2</sup> L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application* (New Jersey: Prentice Hall, 2000), p.593.

Geoffrey E. Mills. *Action Research a guide for the Teacher Researcher*, (New Jersey: Prentice Hall, 2000), p. 6.

According to Brown defined test a technique of measuring a person's ability knowledge or performance in a given domain.<sup>3</sup>The researcher use test type multiple choice in this research, the test consisted of 20 questions and every question consist of indicator of vocabulary test in multiple choices form. The tests give for each student to find out the scores of each student's answer. The researchers give 5 scores for each item. The maximum score of the test is 100.

b. Observation

Observation is used to get information about phenomenon that occurs, by doing observation and recording toward visible phenomenon systematically. The researcher observed the learning-teaching activities in the classrooms. There are some kinds of observation; they are behavior checklist, observation notes, reflective observation, analytical observation, and narrative observation. However, the researcher used observation notes because it is a simple form and the data are not counted but using note to describe what happened in the classroom. <sup>4</sup> The researcher observed students' activities and teachers' activity during the teaching-learning process and the factors which influence the teaching-learning process, such as: students' active when learning, students' have motivation when learning teaching reading by using word wall media.

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<sup>3</sup>H. Douglas Brown, *Language Assessment, Principles and Classroom Practice* (New York: Pearson Education, 2004), p. 3.

<sup>4</sup> Anne Burns, *Op.cit.*,p. 67.

### c. Interview

According to Hornby states “interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/she is suitable for job or study”.<sup>5</sup> Interview is used to get the data or information that is not expressed in observation. After conducting observation the researcher did interview to the students. The interview concerned with the findings of the observation notes to get more information and clarification of the findings from the students.

## 5. Procedures of the Classroom Action Research

This action research will follow the model of Kemis and Robin. It is a famous representation of the action research “spiral” that contains four stages; planning, acting, observing and reflecting.<sup>6</sup>

In this research the researcher applies two cycles. Every cycle consist of two meetings, and the time allocation is 2 x 35 minutes / 70 minutes. Moreover, every meeting consists of four steps of classroom action research (CAR) such as planning, action, observation and reflection. Here, the explanation of activities in teaching reading use word wall at fifth grade, especially V Mus’ab SDIT Nurul Ilmi Padangsidempuan

### First Cycle:

The first cycle the researcher will conduct two meetings. Very meeting consists 70 minutest. The researcher will observe all the activities in the classroom.

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<sup>5</sup> Hornby, *Op.cit.*, p. 788.

<sup>6</sup> Anne Burns, *Op.cit.*,p. 67.

## **1. First meeting**

### **a. Planning**

- 1) Making lesson plan
- 2) Preparing media that will be needed in teaching learning process
- 3) Designing a procedure teaching reading vocabulary through word wall

### **b. Action**

- 1) Arranging seat formation
- 2) Explaining the purposes of learning.
- 3) Introducing the procedures of word wall
- 4) Tasking students to execute the activity to test the students' vocabulary mastery.
- 5) Monitoring every step that has been planning.
- 6) Monitoring time allocation with all activity is done
- 7) Observing the classroom

### **c. Observations**

- 1) Observing the execution of the word wall
- 2) Observing the students' vocabulary mastery.

### **d. Reflection**

- 1) Discussing with collaborator about the action.
- 2) Developing another environment to be simulated.
- 3) Analyzing the found data.
- 4) Clarifying the find problems in the activity whether in the case of students or teacher.

## 2. Second meeting

These meetings researchers expend to repair the problem in the meeting before:

### a. Planning

- 1) Analyzing the reflection result in the first meeting and expend to repair to be done in the next meeting
- 2) Preparing all material that will be need in the teaching learning process.
- 3) Encoding the problem on the learning process
- 4) Designing the second preparing base on the first meeting.

### b. Action

- 1) Giving explanation and hint about the topic that will be applied.
- 2) Monitoring every step that has been planned.
- 3) Giving motivation to students'
- 4) Encouraging, controlling and managing the class.
- 5) Tasking students to execute the activity to test the students' vocabulary mastery.

### c. Observations

- 1) Monitoring the teaching learning by using word wall
- 2) Observing the students' vocabulary mastery.
- 3) Discussing the problem in process learning and giving solution

### d. Reflection

- 1) Analyzing the weakness and progress when word wall strategy is done to determine the next activity planning.

- 2) Reflecting of word wall that using in learning process
- 3) Evaluating or interpreted the data gotten from the class and made any decisions for the next cycle

### **Second Cycle:**

This cycles the researcher evaluating all activity in cycle before and repairing the problem. Conduct two meeting and every meeting will do 70 minutes.

### **3. Third meeting**

#### **a. Planning**

- 1) Making lesson plan that is consist of the step action
- 2) Preparing all material that will be needed in teaching learning process
- 3) Encoding the problem and progress on the learning process
- 4) Designing the third preparing base on the first meeting

#### **b. Action**

- 1) Explaining the purposes of learning.
- 2) Introducing the procedures of word wall.
- 3) Tasking students to execute the activity to test the students' vocabulary mastery.
- 4) Discussing together the word wall
- 5) Encouraging and concluding learning.
- 6) Observing the classroom.

#### **c. Observation**

- 1) Observing the execution of the word wall
- 2) Observing the students' vocabulary mastery.



d. Reflection

- 1) Discussing with collaborator about the action.
- 2) Making any decision for the next cycle.
- 3) Developing another environment to be simulated.
- 4) Analyzing the found data.
- 5) Clarifying the found problems in the activity whether in the case of students or teacher.

**4. Fourth meeting**

a. Planning

- 1) Analyzing the reflection result in the first cycle.
- 2) Prepare new material that will be used in this cycle
- 3) Designing procedures of teaching.
- 4) Preparing the instrument for students.

b. Action

- 1) Giving motivation to students'
- 2) Explaining the purposes of learning.
- 3) Introducing the procedures of word wall
- 4) Tasking students to execute the activity to test the students' vocabulary mastery.
- 5) Encouraging and concluding learning.
- 6) Observing the classroom.

c. Observation

- 1) Observing the procedure that had been arranged whether worked.

2) Observing students' vocabulary mastery is that better than before or not.

3) Observing students' vocabulary mastery by using the instrument

d. Reflection

Researcher reflects the all cycles and analyzes to have conclusion of the using word wall in improving students' vocabulary mastery in English learning.

## 6. Technique of Data Analysis

In technique of analyzing the data, the researcher uses quantitative data. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of vocabulary test.

To know the means score of students' for each cycle, the researcher applied the following formula:<sup>7</sup>

$$M = \frac{\sum fX}{N}$$

Explanation: M : the mean of the students

$\sum fX$  : the total score

N : the number of the students

## B. Thesis Outline

Fundamentally, the formation of this research can be divided into five chapters.

Moreover, every chapter consists of sub chapters with detail as follow:

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<sup>7</sup> Hartono, *Statistik: Untuk Penelitian* (Yogyakarta: Pustaka Pelajar Offset, 2004), p. 30.

Chapter I introduction that consists of background of the problem, identification of the problem, focus of the problem, definition of the key terms, formulation of the problem, purposes and significances of the research, and the last is indicator of action.

Chapter II is consisting of theoretical descriptions which explain about word wall strategy, vocabulary, conceptual framework and also hypotheses of action.

Chapter III is research methodology, and it consists of location and schedule of the research, research design; and participants of the research. Then instrument of collecting data; are test, observation notes, and interview uses to collect the data and procedures of classroom action research, and technique of analyzing data.

Chapter IV is consisting of the result of the research. The result of the research consists of the description of the data, comparing the action result, and last analyzing the research result.

Finally, Chapter V is consisting of conclusion, implication, and suggestion.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents research result. In this case, it discussed the way to improve students' vocabulary mastery in teaching by using word wall media at fifth grade Mus'ab Nurul Ilmi Padangsidempuan in academic year 2014/2015.

#### **A. Research Findings**

##### **1. Description of Students' Achievement**

The first cycle was conducted for two meetings. It carried out from Maret 30<sup>rd</sup> up to April 1<sup>st</sup> 2015. The meeting was done for 70 minutes. Every meeting was done for  $2 \times 35$  minutes. So, two meetings were done for  $4 \times 35$  minutes or 170 minutes.

##### **a. First cycle**

###### **1) At the first meeting**

At the first meeting, the researcher came to the classroom. The researcher did introduction to the students and the research importance. The researcher started to explain the purpose of teaching learning process by using word wall media. So that the relationship between researcher and students better. In this meeting, the researcher opened the learning by greeting, and ordering the students to pray before teaching reading process. Moreover, the researcher also asked their condition and the researcher present to them. The researcher started to explain purpose of teaching reading process to find the vocabulary by

word wall media. The researcher gave descriptive text with topic A *Successful Farmer* to the students.

The researcher gave the students look see explain about the lesson will be learn. The researcher and the students read the text with the intonation and the good rest, to identify information in the text and then to identify descriptive text.

Then, researcher start adhered word wall in the classroom that the take from descriptive text with the manner combine all of vocabulary noun, verb, adjective and adverb. And the researcher would pluck that word wall one day before they are doing the test and the researcher also orders the students to see word wall.

The researcher observation every step that has been planned in the learning process until time allocation was done. The students still felt shy and some of them still passive and then condition of the classroom also still dirty. The result of observation showed the was not perfectly. Most of students not understanding the meaning of vocabulary in the text but the researcher always gave them motivation so that they are interest to learning English, especially their vocabulary.

## **2) At the second meeting and testing I**

The second meeting, the researcher came to the classroom with the students. The researcher opened the learning by greeting, and ordering

the students to pray before the test. Moreover, the researcher also asked their condition and the researcher present to them..

In this meeting, they are have not felt shy again, start active in the classroom and then classroom have cleaned. The researcher used all the quantitative data from all meetings. In this second meeting, the researcher gave the students test multiple choice from (20) questions. The result of students' vocabulary scores was presented in the following table.

**Table 2**  
**Students' vocabulary mastery Scores in First Cycle**

No	Students' Initial	Indicators				Test Score
		Noun	Verb	Adjective	Adverb	
1	HF	2	3	2	1	40
2	KH	5	2	2	1	50
3	NH	5	2	2	1	50
4	WR	5	2	3	1	55
5	SF	5	2	3	1	55
6	PB	7	3	2	1	65
7	AF	4	4	3	2	65
8	NA	7	3	2	1	65
9	MZ	4	4	3	2	65
10	AP	8	2	2	1	65
11	AR	8	3	2	1	70
12	RR	8	3	2	1	70
13	AS	8	3	2	1	70
14	AM	8	3	2	1	70
15	AR	8	4	2	1	75*
16	RR	8	4	2	1	75*
17	AS	8	4	2	1	75*
18	WA	7	4	3	1	75*
19	RA	8	4	2	1	75*
20	MI	7	4	2	2	75*
21	SP	7	4	3	1	75*
22	RF	8	4	2	1	75*
23	AC	10	5	2	2	85
24	MS	10	5	3	1	95
25	MS	10	5	2	2	95
26	NM	10	4	3	2	95

<b>SUM</b>	<b>1825</b>
<b>MEAN SCORE</b>	<b>70.19</b>
<b>PERCENTAGE</b>	<b>46%</b>

\*: *The students who passed the KKM (75) in first cycle*

Based on table above, the students vocabulary still low, especially vocabulary of noun and adverb. When the researcher gave first test to the students they are still much wrong in the answer test about vocabulary, especially about noun and adverb. Because in the test the researcher make 10 question about noun, 5 about verb, 3 about adjective and 2 about adverb. The researcher want to prepare using word wall in teaching reading in the cycle.

Base on he table, it could be concluded that there were 1 student got 40 score, 2 students got 50 score, 2 students got 55 score, 5 students got 65 score, 4 students got 70 score, 8 students got 75 score, I student got 85 score and 3 students 95 score. Therefore, from 26 students in class V Mus'ab, 12 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, 14 students did not pass the Minimum Mastery Criterion (KKM) 75 score. Based on the calculation, the mean score of the class in first test was 70.19. It showed that using word wall students vocabulary mastery in teaching reading still into enough categories.

#### **b. Second Cycle**

### 1) At the third meeting

The second cycle was conducted for two meetings. The action of the second cycle was done April 6<sup>th</sup> and 8<sup>th</sup> 2015. The meeting was done for 70 minutes. Every meeting was done for  $2 \times 35$  minutes. So, two meetings were done for  $4 \times 35$  minutes or 170 minutes.

After finding the result of first cycle, students' vocabulary did not reach the target in their score of first test, especially about vocabulary of noun. In this meeting the researcher the researcher back make more word wall but this meeting the researcher make word wall of the manner break up between vocabulary noun, verb, adjective and adverb and then the researcher back adhered that word wall in the classroom. As like the first test in cycles 1 the researcher take the word wall from classroom one day before they are doing the test. And then

The researcher explains again about the purpose of using word wall to improve students their vocabulary. In this meeting the researcher gave descriptive text with another topic ( Make Gado - Gado) to the students and then as like the researcher start adhered new word wall vocabulary in the classroom.

The researcher asked the students to read descriptive text about *Make Gado – Gado*. The different conditions from first cycle were the teacher should give motivation to the students so that they should study English well and they also could be more interesting and more active in studying English. Here, the researcher had to change the topic of descriptive text, especially in second test for second cycle.



Moreover, the researcher gave the explanation about how to improve students' vocabulary with the using word wall, so that they could be more easily to identify vocabulary in the text.

Based on explanation about word wall in chapter II, word wall can help to remember the words, helps to improve the spellings and the students were impressed and excited during the learning process. In every step of word wall media in second cycle, the researcher made modifications. It had purposes to identify and solve the problems in first cycle.

## **2) At the fourth meeting and Test 2**

The researcher gave them some questions in multiple choices form (20 questions) based on the text, Moreover, the researcher asked about their difficulties along to identify of vocabulary in teaching reading. The class condition in learning process was better than the first cycle. It could be seen from students who were able to concentration and pay attention on teacher explanation and most of them were interesting and more active to answer the question.

Students' score in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. In second test, most of the students were able in identifying vocabulary in context. It means that

they had a progress to improve their vocabulary score previously. The result of students' vocabulary mastery in teaching reading scores was presented in the following table.

**Table 3**  
**Students' vocabulary Scores in Second Cycle**

No	Students' Initial	Indicators				Test Score
		Noun	Verb	Adjective	Adverb	
1	HF	10	4	1	1	80
2	KH	9	2	2	2	75
3	NH	10	5	3	2	100
4	WR	9	1	2	2	70
5	SF	8	2	1	2	65
6	PB	10	3	3	1	85
7	AF	10	3	2	1	80
8	NA	10	2	2	2	80
9	MZ	9	4	1	1	75
10	AP	10	2	2	2	80
11	AR	10	5	3	2	100
12	RR	10	4	2	1	85
13	AS	10	2	2	2	80
14	AM	10	5	3	1	95
15	AR	10	5	3	2	100
16	RR	10	4	3	1	90
17	AS	10	4	2	1	85
18	WA	10	3	3	2	90
19	RA	10	5	2	2	95
20	MI	10	4	3	1	90
21	SP	10	3	2	2	85
22	RF	10	4	4	2	100
23	AC	10	5	3	2	100
24	MS	10	5	3	2	100
25	MS	10	5	4	1	100
26	NM	10	4	4	2	100
<b>SUM</b>						<b>2285</b>
<b>MEAN SCORE</b>						<b>87.88</b>
<b>PERCENTAGE</b>						<b>92 %</b>

*Bold name that did not pass the KKM (75) in second cycle*

Based on table above, the students vocabulary had improve, especially vocabulary of noun and adverb. It could be concluded that

There were 2 students got 75 score, 5 students got 80 score, 4 student got 85 score, 3 students got 90 score, 2 students got 95 score, and 8 students got 100 score. Therefore, from 26 students in class V Mus'ab, 24 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, there was 1 student got 65 score, 1 student got 70 score did not pass the Minimum Mastery Criterion (KKM) 75 score. The mean score in second cycle was 87.88 (92%). It showed that the students' vocabulary mastery by using word wall media into very good categories. By using word wall media , the students' vocabulary mastery achievement in class Mus'ab improved significantly.

The students' score test in cycle1 and in cycle 2 are illustrated into a table as following:

**Table 4**  
**The Students' vocabulary mastery Score of First Test and Second Test**

<b>NO</b>	<b>STUDENTS' INITIAL</b>	<b>CYCLE 1 FIRST TEST</b>	<b>CYCLE 2 SECOND TEST</b>
1	HF	40	80
2	KH	50	75
3	NH	50	100
4	WR	55	70
5	SF	55	65
6	PB	65	85
7	AF	65	80
8	NA	65	80
9	MZ	65	75
10	AP	65	80

11	AR	70	100
12	RR	70	85
13	AS	70	80
14	AM	70	95
15	AR	75*	100
16	RR	75*	90
17	AS	75*	85
18	WA	75*	90
19	RA	75*	95
20	MI	75*	90
21	SP	75*	85
22	RF	75*	100
23	AC	85	100
24	MS	95	100
25	MS	95	100
26	NM	95	100
	<b>Mean:</b> $M = \frac{\sum fX}{N}$	<b>70.19</b>	<b>87,88</b>
	<b>Percentage:</b> $P = \frac{R}{T} \times 100\%$	<b>46%</b>	<b>92%</b>

To compare the test result of the action between first and second cycle, the researcher used some steps. Those steps are calculating the students mean score of the test, calculating the percentage students' improvement score from first and second cycle. In first test, most of the students were less vocabulary in context especially about vocabulary noun and adverb. It means that they were less in vocabulary the text well. There were 1

students got 40 score, 2 students got 50 score, 2 student got 55 score, 5 students got 65 score, 4 students got 70 score, 8 students got 75 score, 1 student got 85 score and 3 students got score. It can be took the conclusion that from 26 students in class V Mus'ab 12 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, 14 students did not pass the Minimum Mastery Criterion (KKM) 75 score. The comparison of the students who passed the Minimum Mastery Criterion (KKM) 75 score. In analyzing the data of first test, the first step was to get the mean score of the class. It was calculated as following:

$$M = \frac{\sum fX}{N}$$

$$M = \frac{1825}{26}$$

$$M = 70.19$$

Based on the calculation, the mean score of the class in first test was 70.19. It showed that the using word wall to improve students' vocabulary mastery in teaching reading enough categories. The second steps to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 75 score. It was calculated as following:

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

$$P = \frac{12}{26} \times 100\%$$

$$P = 46\%$$

Next, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. In second test, most of the students were able in identifying vocabulary in context. It means that they had a progress to improve their vocabulary score previously. There were 2 students got 75 score, 5 students got 80 score, 4 student got 85 score, 3 students got 90 score, 2 students got 95 score, and 8 student got 100 score. It can be took the conclusion that from 26 students in class V Mus'ab, 24 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, there was two student who did not pass the Minimum Mastery Criterion (KKM) 75 score. In analyzing the data of second test, the researcher calculated the mean score of the class. It was calculated as following:

$$M = \frac{\sum fx}{N}$$

$$M = \frac{2285}{26}$$

$$M = 87.88$$

Based on the calculation, the mean score of the class in second test was 87.88. It showed that the using word wall students' vocabulary in teaching reading into very good categories. It means that they have achieved good category. Then, to know the percentage of students' score

who passed the Minimum Mastery Criterion (KKM) 75 score. It was calculated as following:

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

$$P = \frac{24}{26} \times 100\%$$

$$P = 92\%$$

Based on explanation above, it can be concluded that the mean score and the percentage of the second test (second cycle) showed the improvement from the first test (first cycle); in the first test the mean score was 70.19 (46%); it was included low category. The improvement of mean score in second test (second cycle) was 87.88 (92%); it was included good category.

Therefore, word wall media gave a good improvement in teaching learning reading in which students became interesting and active in the process of identifying vocabulary in context from descriptive text. Moreover, the students could improve their achievement vocabulary mastery in learning teaching reading in the classroom.

## **2. Influencing Factors of Students' vocabulary mastery by Using word wall media**

### **a. Internal Factors**

Internal factors mean indicators of vocabulary that was used by researcher in this research. The indicators were noun, verb, adjective and adverb in context. Based on observation notes and interview, the researcher and co-teacher as observer had a duty to monitor all activities by word wall media in the classroom. Furthermore, the researcher and co-teacher found some students' problems in identifying vocabulary in the text by using word wall media.

### 1) Noun

There are 10 items of noun question in the vocabulary test. In cycle I, from 26 students in the classroom, 4 answer all the items correctly, 10 of them answered 8 items correctly and 2 items wrong, 5 of them answered 7 items and 3 wrong, 4 of them answered 5 items correctly and 5 wrong, 2 of them answered 4 items correctly and 6 wrong and 1 of them answered 2 items correctly and 8 wrong. Average of their grade in this indicator is 66.

Problems faced by the students are difficulty to know the meaning of noun which is in text. The problems occurred due their lack vocabulary mastery.

In the interview, 11 of them : AC, RA, MI, AS, SP, SH, AS, AF, SA, HF and KH they said that they are not focus to answer question about noun because they are do not hear when the teacher explain about the lesson. So, that they did mistake in answer the test.

NH, AS, RR, RH, WA and AR they said that they are confuse when they would answer the question because they are do not know



difference between about verb, adjective and adverb, they are also said that short in time, so they are be worrying to answer test.

PB, MZ, NA and WR they said that they are lazy and hurried in the answer the test because they are want to playing and some of them do not have a lot of vocabulary in the answer the test. These weaknesses in their part are problem which resulted in multiple bad results in getting noun in the test.

In conclusion, students' problems are difficulty to know the meaning of noun. These problems occur due to they are not focus, they felt confuse, they are lazy and hurried in the answer the test.

To solve the students' problems in noun the researcher explanation again about noun by using word wall media, made more word wall in the classroom about noun, added the time allocation for them. Moreover, the researcher gave the explanation about how to improve students' vocabulary, so that they could be more easily to identify vocabulary about noun in the test.

Additionally, the researcher gave more attention and motivation for them. And the last the researcher ask them to learn more vocabulary to themselves and they should enrich their vocabulary.

As a result, students' achievement in this indicator was improved. Like what was made in cycle I test, there are 10 items of noun in

vocabulary test of cycle 2. From 26 students in the classroom, 22 answer all the items correctly, 3 of them answered 9 items correctly and 1 item wrong and 1 of them answered 8 items correctly and 2 items wrong. Average of their grade in this indicator is 71.

## **2) Verb**

There are 5 items of verb question in the vocabulary test. In cycle I, from 26 students in the classroom, 3 answer all the items correctly, 11 of them answered 4 items correctly and 1 items wrong, 7 of them answered 3 items and 2 wrong and 5 of them answered 2 items correctly and 3 wrong. Average of their grade in this indicator is 51.

Problems faced by the students are lack vocabulary, especially to part of speech and lack of understanding about the test, therefore the students did not understand well about English, especially in vocabulary.

In the interview, 6 of them: NH, AS, RR, RH, WA and AR they said that they are difficulty to identify about verb in the answer of the test. So, they did mistake in answer the test.

AC, RA, MI, AS, SP, SH, AS, AF, SA, HF and KH they said that they are not serious to the answer the test it caused most of them made disturbance. And then PB, MZ, NA and WR they said that they are did not know the answer of the question. It caused they are dislike learning English.

In conclusion, students' problems are difficulty to identify the meaning of verb. These problems occur due they are not serious, they felt confuse and the last they are dislike learning English.

To solve the students problems in verb the researcher explanation again about verb by using word wall media after that the researcher ordered the students to mention another vocabulary about of verb and then the researcher made the key answer on the with board with random.

Additionally, the researcher gave advice the importance of learning vocabulary and then the researcher gave motivation to the students that learning English enjoy and importance for them.

As a result, students' achievement in this indicator was improved. Like what was made in cycle I test, there are 5 items of verb in vocabulary test of cycle 2. From 26 students in the classroom, 8 answer 5 the items correctly, 8 of them answered 4 items correctly and 1 item wrong, 4 of them answered 3 items correctly and 2 items wrong, 5 of them answered 2 items correctly and 1 item wrong and 1 of them answered 1 item correctly and 4 items wrong. Average of their grade in this indicator is 83.

### **3) Adjective**

There are 3 items of adjective question in the vocabulary test. In cycle I, from 26 students in the classroom, 8 answer all the items correctly and 18 of them answered 2 items correctly and 1 items wrong. Average of their grade in this indicator is 68.

Problems faced by the students are difficulty to identify vocabulary of adjective. The problems occurred due their lack vocabulary, their lack of understanding and the students to be passive in the classroom. It was caused they did not understand well about English, especially in vocabulary.

In the interview, 10 of them : AC, RA, MI, AS, SP, AS, AF, SA, HF and KH they said that they are difficulties to answer the test because they are not learning at home or before the test do it.

PB, MZ, NA and WR they said that they are tired in the answer the test because they are want to playing, canteen and some of them said they did not have a lot of vocabulary.

In conclusion, students' problems are difficulty to identify vocabulary, especially adjective. These problems occur due to they are not learning at home and they are tired and boring to answer the question.

To solve the students problems in adjective the researcher explanation again about adjective by using word wall media and then, before the test researcher give the students time along five minute to remember vocabulary had study before test. And the last before the test the researcher gave the students games such as brain gymnastic.

Additionally, the researcher gave more attention and motivation for them. And the last the researcher ask them to learn more vocabulary to themselves and they should enrich their vocabulary

As a result, students' achievement in this indicator was improved. Like what was made in cycle I test, 26 students in the classroom, 13 answer all the items correctly, 10 of them answered 2 items correctly and 1 items wrong and 3 of them answered 1 item correctly and 2 wrong. Average of their grade in this indicator is 79.

#### **4) Adverb**

There are 2 items of adverb question in the vocabulary test. In cycle I, from 26 students in the classroom, 6 answer all the items correctly, 20 of them answered 1 items correctly and 1 items wrong. Average of their grade in this indicator is 67.

Problems faced by the students are lack vocabulary and lack of understanding about test, the problems occurred due their lack vocabulary mastery which makes them difficult to answer the question, especially adverb.

In the interview, 6 of them : NH, AS, RR, RH, WA and AR they said that that they are not focus to answer question about adverb because they are do not hear when the teacher explain about the lesson. So, that they did mistake in answer the test.

AC, RA, MI, AS, and KH they said that did not know about adverb because they are not have a lot of vocabulary, especially about adverb. And NA PB, MZ, and WR they said that they are not concentration to answer the test because classroom very noisy.

In conclusion, students' problems are difficulty to identify of adverb in the test. These problems occur due to they are not focus and they are not concentration in the answer the test.

To solve the students problems in identify vocabulary about adverb the researcher explanation again about adverb by using word wall media, and made more word wall about adverb in the classroom.

Additionally, the researcher gave more advice and motivation for them and the last the researcher ask them to learn more vocabulary to themselves and they should enrich their vocabulary.

As a result, students' achievement in this indicator was improved. Like what was made in cycle I test, there are 2 items of adverb in vocabulary test of cycle 2. From 26 students in the classroom, 16 answer all the items correctly, 10 of them answered 1 items correctly and 1 item wrong. Average of their grade in this indicator is 86.

**Table 5**  
**Problem solving in internal factor**

No	Internal factors	Problems	Solution
1	Noun	a. Most of them not focus to the answer the test b. The students confuse c. Most of them lazy	a. The researcher gave attention for them b. The researcher gave explanation again and made more word wall. c. The researcher gave

		and hurried	motivation and added time allocation in the answer the test.
2	Verb	a. The students difficulty to identify of verb. b. Most of the them not serious in the answer question. c. Most of the students dislike learning English.	a. The researcher gave explanation again and made word wall especially verb. b. The researcher gave key answer on the with board with random c. The researcher gave the attention and motivation.
3	Adjective	a. Most of them difficulty identify adjective b. Most of them did not study at home c. Most of them lazy and boring to answer the question.	a. The researcher gave explanation again and made more word wall b. The researcher gave the students time to remember had study before test. c. The researcher gave games to the students such as brain gymnastic.
4.	Adverb	a. Most of them difficulty identify adverb b. Most of them not concentration to the answer the test	a. The researcher explain again and made more word wall about adverb. b. The researcher gave advice and motivation to the students.

#### **b. External Factors**

Based on observation notes, the researcher and co-teacher as observer had a duty to monitor all activities by using word wall media in the classroom. It was about class situation, students' activity and teachers' activity in teaching learning process in the classroom. There were some external factors that influenced students' vocabulary mastery beside

internal factors. It could be concluded that there were other factors that influenced students' problem that happened in the classroom.

First, Most of students not focus when teaching learning process of external factors in the first cycle. There were 10 students not focus when teaching-learning process in the classroom. However, there were 11 (AF, MS, MN,MI, ED,HF,SF,WR,RA,AM,AC,) It was caused by they did not understand well about English, especially vocabulary. Beside, they were to be inclined in the classroom. The researcher should solve this problem. The researcher motivated them to have passion or to be have many vocabularies by using word wall media in the classroom and then the researcher gave them advise on the importance of learning for them.

Second, the students who made disturbance in the classroom were also one of external factors. There were two students 9 (RF, SA,RR, AS, NH, NM, AR, SP, and WA) who made disturbance in this class. Based on interview (saturation data), they said that they invited their friends to play and some of them nobody borrowed the dictionary for them; so, they disturbed their friend and it made the classroom was noisy so that the other students pitted to the researcher that took their dictionary. Therefore, to solve this problem the researcher ordered them to bring the dictionary and gave advice. so that they did not disturb again their friends. Moreover, co-teacher warned them to be calm in the classroom.

Third, the students who often asked permission to the bathroom were also external factors in students' vocabulary. Here, there were also two students 5 (MM, RR, AP, AS and NH) who often asked permission to



the bathroom. When the researcher explained in front of the class, they raised their hand and asked permission to the bathroom, not only one times but until some times. So, it very bothered the researcher. Based on interview (saturation data), they said they only wanted to the bathroom, wanted play and lazy to learning English. Therefore, the researcher should solve this problem by limiting them to ask permission to the bathroom only one times and give them motivation that learning in English very enjoy not difficult.

Based on explanation above, there were some external factors that influenced students' vocabulary mastery in class V Mus' ab SD IT Nurul Ilmi Padangsidempuan. The researcher solved the problems in the second cycle in order to improve their vocabulary mastery in teaching reading in the classroom.

Related to the researcher as the teacher in this research, she showed some progresses in improve students' vocabulary mastery based on external factors in the second cycle.

First, the students' motivation was one of external factors in the first cycle. There were 11 (KH, NH, AS, RF, MI, ED, HF, SF, WR, RA, AM, AC,) who did not have motivation in learning vocabulary in teaching reading. In the second cycle, the researcher motivated them to have passion or to be active have many vocabularies in

teaching reading by using word wall media in the classroom. Therefore, the students' motivation and attitudes in the classroom were to be better. In teaching learning process, they felt interesting and enjoy because they could comprehend the test. In the second cycle, KH, NH, AS, RF, MS, MN, MI, ED, HF, SF, WR, RA, AM, AC could pass Minimum Mastery Criterion (KKM).

Second, there were two students MM, RR, MI, AP, AS and NH who made disturbance in this class because they did not have dictionary. The researcher ordered them to bring the dictionary. Moreover, co-teacher warned them so that they could be calm and did not disturb their friends again in the classroom.

Third, the students who often asked permission to the bathroom and boring in the classroom were two students MM, RR, AP, AS, RR and NH who often asked permission to the bathroom. The researcher solved this problem by limiting them to ask permission to the bathroom only one times and The researcher gave them read story about text. They could accept the rule of the researcher. Furthermore, they also could be sportive in the classroom.

Therefore, the problems in the first cycle could be solved successfully by students and researcher in the second cycle in applying word wall media to improve students' vocabulary mastery in teaching reading. Moreover, the co-teacher also helped the researcher to manage the classroom until the classroom could be more effective and conducive.

Hopefully, the students could survive their behavior like in the second cycle in despite of this researcher had been finished.

**Table 6**  
**Problem solving in external factor**

<b>No</b>	<b>External factors</b>	<b>Problems</b>	<b>Solution</b>
<b>1</b>	Not focus	Most of students dislike about learning English.	The researcher gave them advise on the importance of learning for them
<b>2</b>	Disturbance	Most of students made disturbance because nobody gave them the dictionary. So, they disturb their friends.	The researcher ordered the students bring the dictionary also review vocabulary at home.
<b>3</b>	Ask permission	Most of students often asked permission to the bathroom and felt boring un the classroom.	The teacher limiting them to ask permission to the bathroom just only one times.

## **B. Discussion of the research finding**

One of the purposes this research is to describe improvement of the using word wall to improve students vocabulary mastery in teaching reading at fifth grade SD IT Nurul Ilmi Padangsidempuan. The researcher found the improvement of students mean score vocabulary mastery by using word wall on cycle 1 and cycle 2. It was 70. 19 (46%) in cycle 1 and 87. 88 (92%) in cycle 2.

First, Nur Aeni Kasim that was *“Increasing the students’ vocabulary mastery by using word wall* this research explains about the application of word wall in teaching vocabulary mastery. She conducted the observation started on “25 July 2012, to 4 August 2012. She used word wall to teach the vocabulary. The observation result of the students’ activeness in teaching and learning process was 67,83% at cycle I and increased significantly to be 82% at cycle II.

Second, Neaty Muttahidah, in her scrip *“Improving Students Vocabulary Trough Vocabulary Card In First Of Garde Mts Nurul Falah School At Pondok Ranji Ciputat Tangerang”*. Based on the result of her research showed that there was a development on the student’s vocabulary mastery, it can be seen from the mean score of pre-test were 49,6, the mean score of post-test cycle 1 was 58,0. And the mean score of post-test cycle II was 66, 3. In addition, there were 5 students (16,6 %) who passed Minimum Mastery Criterion in the pre test. Meanwhile, in the cycle I, there were 18 students (60 % ) who passed Minimum Mastery Criterion and it gained which was in the post test cycle II there were 26 students (86%) who passed Minimum Mastery Criterion, so the criteria of success was achieved. Then, from the result of questionnaire, it showed that there was improvement of positive responses in the teaching learning process of vocabulary through vocabulary card . the mean score was 72,9.

Third, Putri Maya Sari’s script entitled *“Improving Students’ Vocabulary Enrichment through Semantic Mapping Strategy at 8<sup>th</sup> Grade of SMP N 5 Padangsidimpuan”*. She found that students’ vocabulary achievement can improve. It is proven base on calculation result was gotten mean score cycle 1 was 70 and cycle 2 was 77.23

First, Nur aeni Kasim found there were some problems vocabulary is lack, they do not have self confidence speaking using that vocabulary and they are difficult to deliver their ideas. Here, the researcher solving the problems such as the use of word wall and teaching vocabulary visual aids and then the researcher make the new more vocabulary in the wall classroom.

Second, Neathy muttahidah, Found there were some problems that the students have low motivation, the students will have boredom in English classroom. Here, the researcher solving the problems they repeat the vocabulary by writing, by the students is always the same word around their conversation of their daily activities.

Third, Putri Maya Sari has found that the students' still low motivation, students' difficult to connection or relationship the vocabulary the key word in English and students bothered another friend.

**Table 7**

**The similarity and differences with other researcher**

<b>Discussion</b>	<b>Nur Azizah (CAR)</b>	<b>Nur aeni kasim (CAR)</b>	<b>Neathy Muttahidah (CAR)</b>	<b>Putri Maya Sari (CAR)</b>
<b>Score</b>				
70.19 and 87.88	✓			
67.83 and 82.87		✓		
66. 3 and 72,9			✓	
70 and 77. 23				✓
<b>Nur Azizah Lubis</b>				
<b>Problems</b>				
students do not focus	✓			

Students made disturbance in the classroom				
Students who felt bored of this lesson and ask permission				
<b>Solving</b>				
the researcher gave them advise on the importance of learning for them.				
The researcher ordered the students bring the dictionary also review vocabulary at home.				
The researcher gave them read story and limiting them to ask permission to the bathroom just only one times.				
<b>Nur Aeni Kasim</b>				
<b>Problems</b>				
Vocabulary is lack				
They do not have self confidence to speaking				
They difficult to learn English				
<b>Solving</b>				
The researcher make the new more vocabulary				
the researcher use word wall and the teaching vocabulary visual aids.				
the researcher gave the motivation				
<b>Neaty Muttahidah</b>				
<b>Problems</b>				
Most of the students have low motivation				
Most of the students boring in the classroom				
<b>Solving</b>				
The researcher gave advise and ordered they repeat the vocabulary				

by writing.				
by the students is always the same word around their conversation of their daily activities.				
<b>Putri</b>				
<b>Problems</b>				
Most of them Lack of vocabulary				
Most of them still low motivation learn English				
<b>Solving</b>				
The researcher gave them motivated that learn English not difficult but easily and enjoy .				

Based on explanation above, it can be concluded that the problem of students' vocabulary mastery could be solved immediately by some strategy or media, especially using word wall. Actually, this media is very affective to their vocabulary mastery.

Base on table above, it could be concluded hat there was the similarity and the differences of each research based problems that found by the researcher, although all of researcher described about students' achievement and students problems vocabulary mastery. It cause by the research had been done in different place and the grade of the research was also different. Moreover, the kinds of the research design was also different. Based on previous explanation, in the first

research design was Classroom Action Research (CAR), in the second research design was also Classroom Action Research (CAR), the third research design was also Classroom Action Research (CAR), Therefore, all of researcher found the different problems in each research.

## **2. The Threats Of The Researcher**

In doing the research, the researcher found the some threats in this research. The researcher found the students' problem when teaching learning process in the classroom. The students were still unlike or unmotivated in learning process by using word wall. Therefore, it would make them confused because word wall media was still new for them. There students were not controlled in teaching learning process so that made the noisy.

Moreover, word wall media gave chance to the students to use target their vocabulary. Word wall media developed the students' vocabulary mastery and also improve their motivation in learning English process. And then they are to be active and interest in learning vocabulary. Additionally, by applying word wall media the students' vocabulary mastery at fifth grade SD IT Nurul Ilmi Padangsidimpuan would improve. The researcher hoped word wall media can be used in the classroom as one of the best media in enriching students vocabulary mastery at fifth grade SD IT Nurul Ilmi Padangsidimpuan.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After finishing the Classroom Action Research (CAR), the researcher gives some conclusions based on the result of this research. Furthermore, the researcher also gives some suggestions related to the conclusion.

#### **A. Conclusion**

##### **1. Description students' achievement**

After finishing the Classroom Action Research, the conclusion of the research was using word wall media to in teaching reading can improve students' vocabulary mastery achievement their. Moreover, this media can help the students to have deep more active in reading text. Based on the result of the classroom action research, it could be concluded that word wall media improved students' vocabulary mastery when their teaching reading at fifth grade SD IT Nurul Ilmi Padangsidimpuan. It based on the students' vocabulary mastery when they are teaching reading, the mean score in which was in first cycle was 70.19 (46%) and in second cycle was 87.88 (92%).

##### **2. Influencing Factors of Students'**

Moreover, there were some factors that influencing students' vocabulary mastery. The factors as bellow:

- a. The internal factors such as the students were difficulties in interpreting the vocabularies and students lack of understanding. To solve the

problems researcher explain students the use of word wall gave more example and teacher and students discussed about the meaning of vocabularies from the word wall.

- b. The external factor such as students were made disturbance in the class; students do not focus and students often permission to toilet. To solve the problems, the researchers gave them advice on the importance of learning for them and also give more attention.

## **B. The Suggestion**

The result of this research showed that using of word wall media improved students' vocabulary mastery in teaching reading, especially at fifth grade SD IT Nurul Ilmi Padangsidempuan. The suggestions are special for the teachers, students and other researchers. The suggestions will be explained as follow:

1. Word wall media is media to reinforce the core vocabulary of a specific subject. Teachers select new words, technical terms, and words that frequently recur and print these words in bold block letters on cards. Teachers post these cards on a highly visible wall or bulletin board as students confront them in reading and make students more fun when learning process activities.
2. To the teacher, it is very wise to use word wall media to students' vocabulary mastery in teaching reading because this media can make the

students more active in see and their mind like identifying vocabulary when them reading.

3. To other researchers are recommended to use word wall in conducting the research to improve the students' vocabulary mastery in the other school with different grade. The other researchers can explore the word wall to other school since word wall had proven in improve students' vocabulary mastery in teaching reading at fifth grade SD IT Nurul Ilmi Padangsidempuan through classroom action research.

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