IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH WORD WALL

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Abstrak: Tujuan dari penelitian ini adalah: untuk menyelidiki apakah Word Wall dapat meningkatkan penguasaan kosa kata siswa. Penelitian ini menggunakan desain *one group pretest-posttest*. Subyek penelitian ini adalah siswa kelas empat B SDIT Wahdatul Ummah Metro. Hasil tes menunjukkan bahwa adanya peningkatan nilai rata-rata dari pretest dan posttest yang mencapai 27.07. Nilai rata-rata pretest 54.00 sedangkan posttest 81.07. Analisa yang dilakukan menggunakan t-test menunjukkan t-ratio -12.500 dan t-table -2.060. Dengan membandingkan t-ratio dan t-table dimana t-ratio lebih rendah dari t-table yang menunjukkan adanya peningkatan kosa kata yang signifikan. Berdasarkan hasil penelitian dapat disimpulkan bahwa Word Wall dapat meningkatkan penguasaan kosa kata siswa. Sehingga Word Wall dapat direkomendasikan sebagai teknik pengajaran alternatif dalam pengajaran kosa kata.

Abstract: The objective of the research is to find out whether there is a significant improvement of students' vocabulary achievement after being taught through word wall. This research was conducted using one group pretest-posttest design in which analyzed by using t-test. The subject of there research were students of IVB of SDIT Wahdatul Ummah. The result of the test showed that there is an increase of 21.07 calculated from pretest and posttest. The mean of pretest is 54.00 while posttest is 81.07. The result of t-test showed that t-ratio -12.500 and t-table 2.060. By comparing t-ratio and t-table, it was found that t-ratio is higher than t-table. It can be concluded that Word Wall may give positive effect in improving students' vocabulary mastery so that Word Wall can be recommended as an alternative on in teaching vocabulary.

Keywords: content word, noun, word wall, verb, vocabulary

I. INTRODUCTION

English is naturally difficult to master in which it has many complex elements to study. Wallace (1988:112) states that vocabulary is the vital element of the language. This is relevant that the students of elementary school must have adequate vocabulary at the early age.

However, mastering vocabulary needs some efforts to be seriously done, Fries (1974: 45) classifies vocabulary into four types; content word, function word, and substitute word which is, then, divided into some sub-types. Indeed, content word is classified into noun, verb, adjective, and adverb. In this case, noun and verb are considered as the closest vocabularies for the students at the elementary school which is expected enabling to be mastered.

Furthermore, the students must be aware of the vocabularies. It means that the students recognize its meaning, written form, and pronunciation. This will be a great challenge for the teachers to teach vocabulary and develop their students' vocabulary, while they are also faced by the students' inadequate vocabularies which are later affected in their score. In this case, teaching vocabulary must consider some principles by integrating the new one with the previous one (Schmitt, 1997:146).

During pre-observation stage, it was found that the students at SDIT Wahdatul Ummah have limited vocabularies. It can be seen from their English vocabulary score, which is mostly stated lower than the standard criteria. This condition

supported by Nurmawati (2001: 3) who found that elementary students found difficulties in mastering vocabularies. They do not have capability in using English vocabularies, especially for content words. Referring to the previous problem, various approaches of teaching vocabulary can be applied; absolutely it must be effective and interesting.

In line with the previous idea, Word Wall is considered as an effective approach in teaching vocabulary. Cronsberry (2004: 1) defines that word wall is a group of words that are displayed on wall, bulletin board, chalkboard, or whiteboard in a classroom. It is often used in the elementary grades for multiple purposes, and research has demonstrated the effectiveness of this tool (Hall & Cunningham, 1999 in Southerland, 2011). It was expected to be able to facilitate the elementary school students to improve their vocabulary mastery, which considered as a difficult thing for them to be mastered. Based on facts stated above, the tis research is conducted to find out whether the students' vocabulary mastery improved or not after being taught through word wall.

II. METHODS

This was a quantitative research. It was carried out in order to see and find out the result of using word wall in improving students' vocabulary mastery. The research design was *one group pretest-posttest design* (Setiyadi 2006:133). It meant that the pretest was carried out before the first teaching while the posttest was conducted after the three treatments. The population of this research is the fourth grade of SDIT Wahdatul Ummah in 2012/2013 academic year. The sample was

class of IV B which consists of 26 students.

The instruments of the research are vocabulary test and treatment test. These tests consisted of 20 multiple choices questions which was conducted in 50 minutes.

In analyzing the data, the researcher used the data of mean, standard deviation, minimum and maximum score which were gotten from the students' scores calculated. Those data are used to measure students' attainment and to get the description of students' vocabulary mastery of house after being analyzed using *repeated measures T-Test*.

III. RESULTS AND DISCUSSIONS

This study was to investigate the students' vocabulary mastery after being taught using Word Wall. Using *one group pretest-posttest design*, the result of pretest and posttest, considering able to represent the students' improvement after being taught using Word Wall, were analyzed using *repeated measures T-Test*. Based on the result of the analysis of the students' tests, it was found that there was a significant improvement in which t-ratio was lower than t-table -12.500< -2.060 and with the level of significance $p < 0.05$ and sig. 2-tailed is p= 0.000 ($p < 0.05$).

Table 1

Result of t-test

Paired Samples Test

	Paired Differences							Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	
Pair 1 Pretest - Posttest	-27.07692	11.04508	2.16612	-31.53813	-22.61572	12.500	25	.000

The data were gathered from the pretest which was administered to measure the students' vocabulary mastery before the treatments showed that the average score was 54.00 of the total score and the highest score achieved by the students was 88 while the lowest score was 24, while the posttest which was administered to measure the improvement of students' vocabulary after giving the treatments resulted the average score of posttest was 81.07, the highest score was 94 and the lowest score was 64.

Graph 1.

The Distribution on the Students' Scores on Pre-test and Post-test Based on *KKM*

Pre-test

Post-test

The graph above showed the distribution of students' score of Pretest which indicated that more than a half of them was low. There were eighteen students (69.23%) whose scores were lower than 65 and eight students (30.77%) whose scores were higher than 65. Here, we could see students who passed *KKM* on pre-test were only 30.77%. While the students who passed *KKM* on post-test reached 92.31%, it improved 61.54% on which the students whose score lower than 65 were two (7.69%) and the higher were twenty four (92.31%).

The statistical result showed that the use of word wall can improve students' vocabulary mastery by considering the increase of the mean of both tests. The increase of the mean score was 27.07 in which 54.00 was the mean of pretest and 81.07 for the posttest. Practically, word wall was also able to improve students' vocabulary dealt with part of house, especially noun and verb. In this study, the students firstly were unable to mention some vocabularies in English, such as *guling*, *ember*, *gayung*, *kompor*, and *tirai* which should be *bolster, pail, dipper, stove, and curtain*. Moreover, the writing forms of some vocabularies were also incorrect, for instance they wrote *refrigerator* which should be refrigerator, *klos* which should be close, *wach* which should be *watch,* and *bath* which should be *bat.* However, the improvement was occurred during the treatments where soon they were able to mention and write those vocabularies correctly. Furthermore, the vocabularies were able to store in long term memory by whom the students being given the post-test two weeks after the last treatment progressed significantly. In regard to Boch (2008: 1) in Wellston City Schools Curriculum and Instruction

Focus who stated that the Word Wall allowed the words became stored in long term memory.

The students' vocabulary mastery had improved statistically and practically in which the students' mean score improve 27.07 and the students obtained new vocabularies which were able to write them correctly.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the result of the data analysis and discussion, the following conclusions are drawn:

1. Word Wall can be used to increase students' vocabulary mastery. It statically had been proven by the increase of the students' mean score in posttest that was higher than the mean score in pretest. In participant class, the mean score increased from 54 in pretest to 81.07 in posttest.
2. Specifically, it can be concluded that Word Wall can improve the students' ability in using noun. The result indicated that they were able to recognize concrete noun, countable and uncountable. The percentage of the achievement amounts was to 80%.
3. Word Wall also can improve students' ability using verb form. In their test, the result showed that they were able to identify regular and irregular verb. The percentage of the achievement amounts to 75%.
4. Word wall can be combined with some various activities as long as it consistently refers to the Word Wall.

Referring to the results of the study previously discussed, some points are suggested and they are as follows:

1. It is recommended to the English teachers that in teaching vocabulary, particularly in terms of countable nouns, they should use other relevant media. Teacher may apply many interesting activities as long as it consistently refers to Cunningham (2000) in Southerland (2011: 45).

2. To increase verb forms achievement, especially in identifying irregular verbs form the teacher may be able to introduce more irregular verb on the word wall.

3. The activity in this research is mostly about writing the words. Thus, it is recommended to the teacher to pay more attention to the students' spelling and pronunciation.

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