

**STUDENTS' VOCABULARY ACHIEVEMENT UNDER  
WORD WALL MEDIA AT SMP NEGERI 23  
MAKASSAR**

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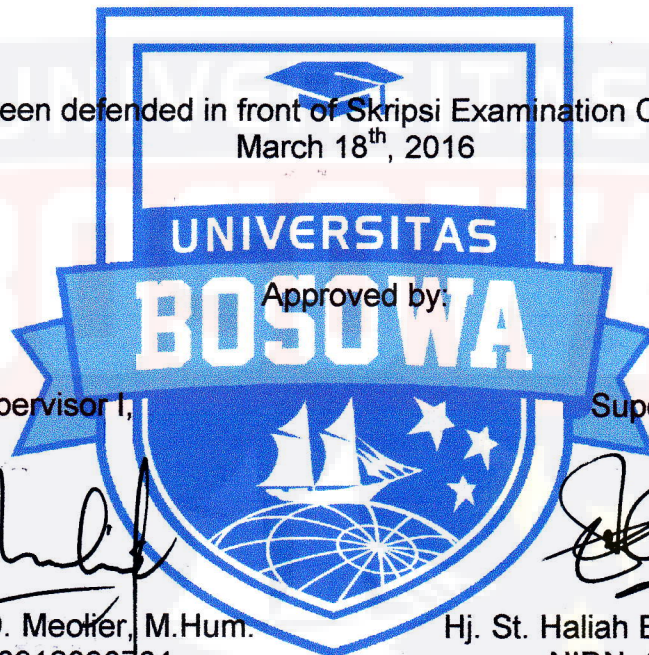
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STUDENTS' VOCABULARY ACHIEVEMENT UNDER WORD WALL MEDIA  
AT SMP NEGERI 23 MAKASSAR

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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul " *Students' Vocabulary Achievement Under Word Wall Media at SMP Negeri 23 Makassar*" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko / sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, Maret 2016  
Yang membuat pernyataan,



Merdeka Wati

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## ABSTRACT

Merdeka Wati. 2016. *Students' Vocabulary Achievement Under Word Wall Media at SMP Negeri 23 Makassar*. (Guided by (Dahlia D. Moelier and Hj. St. Haliah Batau)

This research aimed to find out whether or not the used of word wall media can improve students vocabulary mastery. The writer used pre-experimental design which involved one class as the subject of the research. The population was VIII grade students at SMP Negeri 23 Makassar in 2015 – 2016 academic years. Sample in this research was class VIII.1 which consists of 35 students.

In this research the writer gathering data by given vocabulary test in pre-test and post-test consist of 10 multiple choice questions and 10 matching word questions. Pre-test is given to find out how far the students ability before they were given treatment used word wall media. The writer gave the post test to know the students improvement after they are given treatment. The writer analyze data to find the mean score, the different between pre-test and post-test used statistic formula.

The result of the research showed that there was a significant different which gained by the students in pre-test and post-test. The mean score of in pre-test is 59.43 and post-test is 80.14. From the result of data analyze, it can be concluded that by using word wall as a media can improved students vocabulary mastery at SMP Negeri 23 Makassar.

Key Word: *Word Wall Media, Vocabulary Mastery*

## ABSTRAK

Merdeka Wati. 2016. *Kemampuan Kosakata Siswa dengan Media Dinding Kata pada SMP Negeri 23 Makassar.*(Dibimbing oleh Dahlia D. Moelir and Hj. St. Haliah Batau).

Penelitian ini bertujuan untuk mengetahui apakah penggunaan media dinding kata mampu meningkatkan kosakata siswa. Penulis menggunakan desain pra-experimen dengan melibatkan satu kelas sebagai subjek penelitian. Populasi pada penelitian ini adalah siswa kelas VIII SMP Negeri 23 Makassar tahun ajaran 2015-2016. Sampel pada penelitian ini adalah siswa kelas VIII. 1 yang terdiri dari 35 orang.

Pada penelitian ini, penulis memperoleh data dengan memberikan tes kosakata pada awal dan akhir penelitian yang terdiri dari 10 soal pilihan ganda dan 10 soal mencocokkan kata. Tes awal diberikan untuk mengetahui sejauh mana kemampuan siswa sebelum penulis memberikan perlakuan dengan menggunakan media dinding kata. Penulis memberikan tes akhir untuk mengetahui kemampuan siswa setelah adanya perlakuan. Penulis menganalisa data untuk mengetahui nilai rata-rata siswa, perbedaan hasil tes awal dan tes akhir dengan menggunakan rumus statistik.

Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara hasil tes awal dan tes akhir. Nilai rata-rata pada tes awal adalah 59.43 dan tes akhir 80.14. dari hasil analisis data, dapat disimpulkan bahwa penggunaan media dinding kata mampu meningkatkan penguasaan kosakata siswa SMP Negeri 23 Makassar.

Kata Kunci : *Word Wall Media, Vocabulary Mastery*

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# CHAPTER I

## INTRODUCTION

This chapter presented background, problem statement, objective of the research, significance of the research, and scope of the research.

### A. Background

For many years English language teaching has been seen as a means helping learners develop linguistic competence. That is helping students master the sounds, words and grammar patterns of English. The idea was that by studying the bits and the pieces of language, students could eventually put them all together and communicate. English is taught as a local content to the Junior High School, and has even introduced in kindergarten level. As the local content or compulsory subject, it is not obligatory subject for Junior high School. The function is as a means of self development for young learned in science, technology, and culture for these, they are expected to be intelligent, skillful citizens and have basic knowledge.

At the beginning, the student's interest in studying English is usually spontaneous, and the motivation of students is various, some of them learn English because they need it for their work or future study, and they learn English just because they like it. English is learned by almost all of the educated people throughout the world. It seems to be very important medium to use as means of communication. Those who have a will to improve their English, of

course, they have to learn skill that is required. Without mastering the English language, it seems difficult to communicate to other people around the world. There are four language skills in English. They are listening, speaking, reading, and writing. These skills should be taught to the learners in every level. From basic up to the advanced level, in other that the learners could improve their English competence.

In Indonesia, is still regarded as a foreign language, English deals with two important aspects namely: what to teach and how to teach. The first deals with the material the teachers are going to teach and the second concerns on the techniques approach, and method of teaching in accordance with the materials chosen. Some linguists also express the importance of learning vocabulary. Smith, (1996:42) for example, states that vocabulary is one of the major problems of EFL learners. Because of their anemic vocabulary they cannot communicate their ideas as they would like to and read the columns of a newspaper or popular magazines or even understand news cast on the radio or television. Their listening-comprehension, writing and reading abilities care hampered by their limited vocabulary.

In teaching vocabulary, an important part that should be insisted to students is to improved their mastery of this part. By having no mastering of the vocabulary, students are not easy to understand the language processed. Students require a large amount of vocabulary acquisition, without mastering more reasonable amount of vocabulary; they will always face serious problems to understand the

meaning of unfamiliar difficult words. Furthermore, it can make them lazy to be involved in learning process. Consequently, the class atmosphere will bring the worse impact to the learning process. The teachers should work hard to find the easiest way of teaching vocabulary to their students, since it has become the most important aspect for mastering the English language skill.

In short, it is evident that students always get problem and difficulties in learning English especially in learning vocabulary. It is therefore in the effort to find out ways to solve the problems, and to make the students more interested in studying English, the researcher would like to propose a new set of media that can be used in teaching vocabulary, namely, teaching vocabulary through word wall.

A word wall is a strategy 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 Cunningham & Allington, (1999:56). Students review terms on the word wall as a "warm up" activity before lessons. Every time one of the words appears in the lesson, the teacher reinforces it by pointing it out on the word wall. Repetition is the key to the word wall's success. Teachers often incorporate word wall terms into learning games.

Based on the explanation above the writer conducted a research under the title “**Students’ vocabulary achievement under word wall media at SMP Negeri 23 Makassar**”. This research is an effort to evaluate and improve the students’ vocabulary acquisition. It focused on two kind of vocabulary, namely noun and verb.

### **B. Problem Statement**

Based on description above, the writer would like to formulate some problems. The problems of this research are as follows:

1. Can the students increase their vocabulary through word wall media?
2. What are the advantages of using word wall media in teaching vocabulary?

### **C. Objective of the Research**

Based on the problem above, the purposes of this research are:

1. To know whether the students can increase students’ vocabulary through word wall media.
2. To find out the advantages of using word wall media in teaching and learning English vocabulary.

### **D. Significance of the Research**

This research is hoped to give meaningful knowledge both for theoretically and practically concerns. Theoretically, the research gave logical advantage in describing the students’ achievement of English

vocabulary through word wall media, especially to the eighth grade students at SMPN 23 Makassar. Practically, the finding of the research is expected to give a priority measures in teaching English vocabulary for teacher. Meanwhile for the students, it is hoped to be able to enrich their vocabulary acquisition so that they can master all the language skill in English and the students also can obtain new knowledge if they can improve their vocabulary achievement.

#### **E. Scope of the Research**

The writer gave the scope of research for limited the research..

The focus of this research concerns on teaching English vocabulary through word wall media to the eight grade students at SMP Negeri 23 Makassar.



## CHAPTER II

### REVIEW OF LITERATURE

This chapter deals with some pertinent ideas, general concept of vocabulary, the study of word wall technique, conceptual an hypothesis.

#### A. Some Pertinent Ideas

##### 1. Definition of vocabulary

The definition of vocabulary is taken from many sources as follows:

- a. Vocabulary is a list of words and sometime phrase usually arranged in alphabetical other and define, etc Noah Webster, (1997:2046).
- b. Hornby in advance learners dictionary of current English:  
  
“says that vocabulary is (1) All the words that a person knows or uses (2) all the words in a particular language (3) the word that people use when they are talking an (4) a list of words with their meanings, especially in a book for learning a foreign language”. (2000:280).
- c. According to Ricards (2000:890) vocabulary is a cofe component of language proficiency and read, provides much of the basis for how well learners speak, listen, and write”. (2000:890).
- d. According to Oxford Learner’s Pocket Dictionary (2003:482), vocabulary is all the words that a person

knows or uses; all the words in language; and all the words with their meanings, especial in a book for learning a foreign language. In this case, vocabulary means a list of words taught by teacher through word wall.

Based on the definition above, the researcher concludes that vocabulary is a total number of words and phrase of language, with their meanings.

## 2. Types of vocabulary

Words in a language are small elements, which could make up to language and function to express idea. Linguistics classifies vocabulary in two kinds :

- a. Receptive vocabulary refers to the words or lexical items, which can be recognized and comprehend in context of listening and reading.
- b. Productive vocabulary refers to word, which we use speaking and writing.

Process	Oral	Written
Receptive	Listening	Reading
Productive	Speaking	Writing

Harmer (1991:159) divides vocabulary in two types, they are:

- a. Active vocabulary refers to vocabulary that the students have learned.

- b. Passive vocabulary refers to the words which the students will recognize when they meet them, but they will probably not be able to produce.

Good (1959:644) divides vocabulary into four types :

- a. Oral vocabulary refers to words which a person employs them in expressing ideas orally and actively.
- b. Writing vocabulary refers to words which commonly used in writing.
- c. Learning vocabulary refers to words which a person can understand when they heard.
- d. Reading vocabulary refers to words, which someone can recognize them when he finds them in written form.

### **3. Aspects of vocabulary**

According to Harmer (1991:159) there are four aspects of vocabulary that the students need to know about it, namely :

- a. Word meaning

The first thing to realize about vocabulary items are that they frequently has more than one meaning. When we come across a word, ad try to decipher its meaning, we will have to look at the context in which it is needed.

One word may have more than one meaning of the word depends on the context. Thus, in teching vocabulary students should be taught with a variety of context word to show various meaning.

b. Word use

Harmer say that “ What a word means can be changed, stretched or limited by how it is used and this something students need to know about”

c. Word formation

Word formation refers to word forms and how they are formed. Some words are noun, adjective, verb, etc. The students need to know how to form adjective from nouns, how to form adjective, etc. Such as, cloud (noun) changed to cloudy (adjective). As stated that word can change their shape and their grammatical value, too. Student s need to know facts about word formation and how the twist words to fit different grammatical context.

d. Word Grammar

Word grammar refers to such things the way words are used grammatically. Some verbs are ussed with “to” (want to, walk to) but some other verbs are used without “to” (can, must) etc. Harmer poposes that just as words can change according to their grammatical meaning, so the use of certain words can trigger the use of certain grammatical pattern.

#### **4. Vocabulary Development**

Of the many compelling reason for providing students with instruction to build vocabulary, none is more important than the contribution of vocabulary knowledge to reading comprehension. Indeed, one of the most enduring findings in reading research is the extent to which students vocabulary knowledge relates to their reading comprehension Anderson & Free body (1981:34). Give that students sucess in school and beyond depends in great measure upon their ability to read comprehension, there is an urgency to providing instruction that equips students with the skill and strategies necessary for lifelong vocabulary development. Many of these students have difficulty comprehending what they read. A major cauese of this difficulty is their lack of understanding of abstract English words, especially those words that they see in content area text books Gracia (1991:12) Vorhoeven (1991:14)

#### **5. Vocabulary Selection**

The selection of vocabulary is very important. The teacher should know which word are important to learn because many words will not be useful to be taught to the students. To select the important vocabulary meant that we choose the actual use that can be used by the students. In this case, before teachin it the teacher shiuld select the vocabulary thats' students need. This supported by Wallace (1989:165) who

stated that the aim vocabulary selection is to remedy or make the learning process more efficient one.

In order to know what kinds of vocabulary being taught, we should consult with a list of words that has been established by Educational Department through curriculum. We do not only know what words should be introduced. But also level of the students.

#### **6. The principles of teaching and learning vocabulary**

Teaching and learning vocabulary is not a simple way. The teacher's ability to recognize the students' competence and characteristics needed. Teaching vocabulary to children is not the same as to boys and girls, so the material taught to the students should be suitable with their level or ages. Harmer (1991:7) classifies that level the students as children, adolescent the beginners, adult intermediate, and adult advanced students.

Allan (1997:58) classified the technique of learning vocabulary as follows :

- a. In the beginner class, the teacher use all three ways to show meaning of vocabulary; pictures, explanation, and definition in simple English that the students already know. Besides, we can also use the real object.
- b. Vocabulary intermediate class in the phase, simple English is used to show meaning of words; for common

area a living, pictures can also be used at intermediate level in several helpful ways.

Wallace ( 1989:27-31), classified there nine principles of teaching and learning vocabulary, they are as follow:

- a. Aim : in teaching vocabulary we have to be clear about what aims, how many of vocabulary listed and we expect the learners to be able to do. If it is not clear at this point, it will be difficult to access how successful the vocabulary learning has been attained.
- b. Quality : Having decided on what involved in vocabulary learning, we our students can learn. The actual number will depend on a number of factors varying from class and students.
- c. Needs : to know or to select the words taht will be taught to the students, these based on frequency and usefulness on the various meaning of aword, students background and language needs.
- d. Frequent exposure and repetition : in teaching and learning vocabulary there has to be a certain amount of repetition until there is evidence that students learn the target words.
- e. Meaning presentation : when introducing new words, the teacher have to give clear explanation to students and deep understanding.

- f. Situation : explaining and teaching vocabulary, the teachers must know the students' situation whether the students are ready to accept the materials or not.
- g. Presenting in context : one way to present new words or unfamiliar word is by using reading text.
- h. Learning vocabulary in mother tongue and target language in teaching the words in target language, the teachers can use words of mother tongue as tool to compare similarities and differentiate of the words.

#### **7. The important of vocabulary**

Grains and Ridman in Sriwahyuni (1986:18) conclude that by learning vocabulary the learners can recognize and comprehend the context of reading and listening materials, and later as productively as the learners can recall and use them appropriately in speech and writing. In this case, the vocabulary the learners can recognize is all the words in written and oral context and finally they can use them daily in speaking and writing.

Harmer (1991:20) states that teaching of English vocabulary as a second materials in the process of learning, and he says that teaching old vocabulary continuously is more important than teaching new vocabulary each day.

Paul Nation (2005:541) argues that the main problem with vocabulary teaching is that only a few words and a small



part of what is required to know a word can be dealt with at any one time. This limitation also applies to incidental learning from listening or reading, but it is much easier to arrange for large amounts of independent listening and reading than it is to arrange for large amounts of teaching. Teaching can effectively deal with only a small amount of information about a word at a time. The more complex the information is, the more likely the learners are to misinterpret it.

## **B. Teaching English Vocabulary by Using Word Wall**

### **1. The meaning of wordwall**

In order for vocabulary learning in the classroom more meaningful and enjoyable for the students, the authors try to use vocabulary learning approaches and strategy that is with wordwall.

Wordwall is a collection vocabulary systematically organized alphabet displayed with large, embossed in the walls of a classroom that has been designed like a wall magazine. Wordwall is an instructional media should be used not only displayed or viewed. This media can be designed to enhance learning and group activities can also involve students in their manufacture and usage activity. By using wordwall expected students will increase understanding of English vocabulary without having to always depend on the use of dictionary or a sense of the word is also given by the teacher.

A word wall is a strategy 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 Cunningham & Allington (1999:56).

In <http://www.facinghistory.org/resource/strategies/word/wall> promoting-group-lit on January 25<sup>th</sup>, (2010:2). The procedure in teaching English vocabulary by using word wall, as follows:

a. Step one : preparation

It is selecting a place in the room for your word wall. Large sheets of poster paper or a dedicated white board work wall.

b. Step two : building your word wall

Before you reading a text, watching a video or studying new material, assign students, possibly, working in pairs, a term to define for the class word wall. You can also require students to present an image or graphic that represents the meaning of this word. Associating an image with a word is one way to help students remember definition.

c. Step three : adding to your word wall

New terms can be added to the word wall as needed.

Students can also update the definitions on their word wall as they develop a deeper understanding of key term.

There are several ways to make wordwall efficient, practical and easy to remember. Wordwall is interactive strategy in classroom to support learning vocabulary.

As for some of these ways are :

- a. Make it easy to remember by using are favorite words on a particular theme.
- b. Make it becomes useful is to often use these words in various activities to improve vocabulary in each theme being studied.
- c. Make it easy to see, to write with great character and pasted on wall in the classroom.

## **2. Construction**

In making this media writer made the key words in a specific themes according to the curriculum and write with graet character on piece of cardboard the size as well as it can be seen clearly by all students in the classroom. These key words can be adjectives, noun, verb, or adverb, adjusted for the theme that will be studied.

### 3. The strategy of using wordwall

Use of the media is searching for the meaning of certain words through the learning process interactive and communicative. There are several example that the author did in seeking the meaning of the word.

Example 1:

Theme : Animal

Wordwall : Bat, camel, girrafe, wild, wildlife reserve

Strategy : Gues the word

- a. It is on the wall
- b. It rhymes with cat
- c. It is an animal
- d. It like to see for food at night
- e. What animal is it ?
- f. What is the equivalent meaning in Indonesia.

After that the students guess what they mean and what is the meaning of the Indonesia language. For more strategies teacher can developpe it using other strategies.

Example 2 :

Theme : Natural disaster

Wordwall : Flood, landslides, destroy, Earthquake, shoke

Strategy : Quick definitions.

- a. Provide a definition of a word

- b. Student writing and choose words according to the definition given by the teacher
- c. Repeat the back while giving spirit in students
- d. Check students answer

Example 3 :

Theme : Part of body

Wordwall : Nose, shoulder, eyebrow, smell

Strategy : Guess the word

- a. Follow – up : Simon says games
- b. This games begins with the phrase “ Simon say ..... Touch you.....”
- c. If the teacher does not begin sentence with “ Simon say....” So students should not touch any alias silent.

For example the teacher just say “touch you ear” ( not preceded by the phrase “ Simon say.....” so if there students who do something he would be punishable by singing a song.

That vocabulary learning example that use this strategy wordwall that learning becomes exciting, fun and not boring to the students. To integrate with other laguage learning materials such as listening, speaking, reading, writing, so teacher can developpe their own learning strategies and techniques and this

will make it easier for students already understand the key words from the theme of learning that we are given

#### **4. Benefits of Word – Wall**

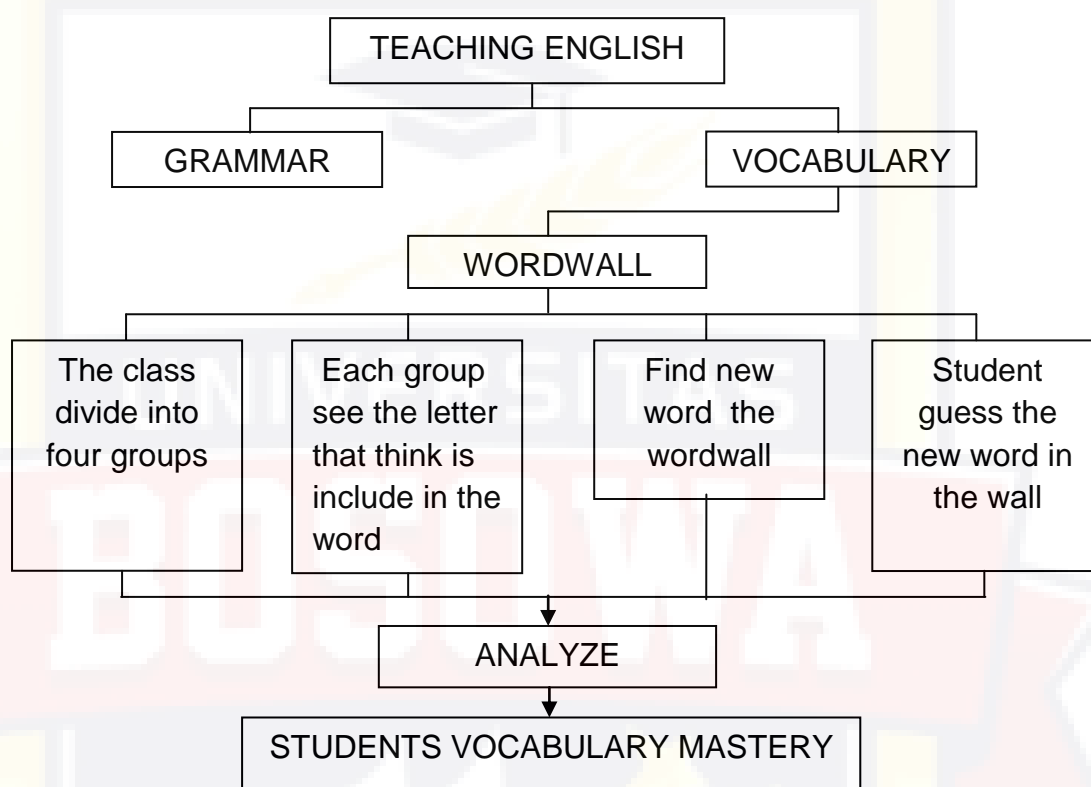
Word wall has many benefits. They teach children to recognize and spell high frequency words, see pattern and relationship with the skill to build phonemic awareness and phonics rules apply. Word wall also provide reference support for children during reading and writing activities. Children learn to be independent because they use the word wall in their daily activities. Word – Wall can also be used :

- a. To support the general importance of teaching about words and how they work.
- b. To encourage reading writing.
- c. To promote facilitate students as they work with words in writing and reading.
- d. To provide a visual map to help children remember the relationship between words and characteristics that will help them form a category.
- e. To develop a core of words that is part of the vocabulary of reading and writing
- f. To provide a reference for the children during reading and witing.

### C. The Conceptual Framework

The conceptual framework of this research is presented

in the following diagram:



In teaching English at SMP Negeri 23 Makassar, the writer tough vocabulary to increased the students vocabulary mastery. The students' were treated by using Wordwall media in the treatments. The writer used wordwall media contain of four steps in teaching vocabulary. The writer got the result after conduct the research and continued with data analyze. The used of wordwall media improved the students' vocabulary mastery.

### D. Hypotesis

The teaching using of word wall media can improve students' vocabulary achievement of SMP Negeri 23 Makassar.

### CHAPTER III

#### METHOD OF THE RESEARCH

This chapter deals with research designed, variable of the research population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

##### A. Research Design

This research design used pre-experimental method that applied pre - test and post - test..

The design was presented as follows :

O <sub>1</sub>	X	O <sub>2</sub>
----------------	---	----------------

Where:

O<sub>1</sub>: pre-test

X : treatment

O<sub>2</sub>: post-test

(Gay. 1981:335)

##### B. Variable of the research

In this research there were two kind of variables, namely dependent variable and independent variable. Dependent variable was the students' vocabulary achievement and independent variable is the using of wordwall media.



## **C. Population and Sample**

### **1. Population**

The population of the research was the second year students of SMPN 23 Makassar. There were six classes and each class consisted 39 – 40 students, so the total of population was 240 students.

### **2. Sample**

The sample of the research used random sampling technique by took one class as the sample, namely class VIII - 1 which consist of 35 students.

## **D. Instrument of the Research**

The writer used test as an instrument. The test used to find out whether or not the students can improve their English vocabulary by using word wall media. The data collected through pre test and post test. The test consist of 20 item in vocabulary question which consist of 10 item of multiple choice and matching test consist of 10 items.

## **E. Procedure of Collecting Data**

In collecting data the writer has done some steps as follows:

### **1. Pre – test**

The writer distributed the test to the students by procedures :

- a. The writer explained to the students how to work out the test

- b. The students did the test for 50 minutes.
- c. The writer collected the test.

## 2. The treatment

Treatment were given in four times after pre - test. According to the time allocate in this meeting, the writer has done the following procedure :

- a. The writer gave the word wall to the students and the students listen to the writer explanation.
- b. The students were ask for to write the new words from the writer explain.
- c. The students were ask for the write the new words in the meeting.
- d. The writer reviews again if the students need it.
- e. The students find the answer.
- f. The writer leads of concluding discussion to see how the students have added vocabulary to understanding.

## 3. Post – test

After giving treatment the writer gave post – test. The writer distributed the vocabulary test in multiple choice and matching test. In this test the students has to answer the question about vocabulary.

## F. Data Analysis Technique

To analysis the data, the writer employed the formula as follows:

1. Scoring the students correct answer of pre test and post test

$$\text{Score} = \frac{\text{The students gained score}}{\text{Total score}} \times 10$$

Classified the students' score into six level as follows:

- a. 96 – 100 is classified as excellent
  - b. 86 – 95 is classified as very good
  - c. 76 – 85 is classified as good
  - d. 66 – 75 is classified as fairly good
  - e. 56 – 65 is classified as fair
  - f. 0 – 55 is classified as very poor
2. Computing the frequency of the rate percentage of the students score :

$$\% = \frac{n \times 100}{N}$$

Where:

n : frequency

N: the total number of students

3. Calculating the mean score of students answer by the using the formuls :

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

Where :

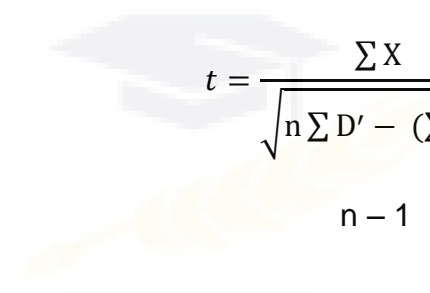
$\bar{X}$  : mean score

$\sum x$  : sum of score in the group

N : number of sample

(Gay, 1981:371)

4. Calculating the value of test to find out the significant different between pretest and post test by using T tes formula:


$$t = \frac{\sum X}{\sqrt{\frac{n \sum D' - (\sum D)'}{n-1}}}$$

Where:

D : the different between post test and pre test

D :  $X_2 - X_1$

Df :  $n - 1$

N : the number of fair subject in the study

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of two parts. They are the presentation of finding and discussion that explained and interprets the finding in the second section.

#### A. Findings

In this section, the writer described the result of data analysis based on the problem statement in the pre - test and post – test. After presented the student's achievement of class VIII.1 in a table, the writer analyzed the data by comparing the change that students made during this research.

Table 1. The Students' Score and Classification in Pre – Test

No	Initial of Students'	Test 1	Test 2	Total	Score	Classification
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	DSP	8	8	16	80	Good
2	MDA	7	6	15	75	Fairly Good
3	AA	5	6	11	55	Very poor
4	AZ	7	6	13	65	Fair
5	MQ	6	8	14	70	Fairly Good
6	AFR.	7	6	13	65	Fair
7	NAP	6	8	14	70	Fairly Good
8	NAS	5	8	13	65	Fair
9	RANM	5	6	11	55	Very poor
10	R	4	6	10	50	Very poor
11	BI	3	6	9	45	Very poor
12	NAAI	6	6	12	60	Fair
13	MBN	5	4	9	45	Very poor
14	DFR	4	6	10	50	Very poor
15	MFZ	5	8	13	65	Fair
16	MRO	5	6	11	55	Very poor
17	RRA	5	4	9	45	Very poor
18	MRR.	4	6	10	50	Very poor

to be continued

continuation

(1)	(2)	(3)	(4)	(5)	(6)	(7)
19	MWPP	5	8	13	65	Fair
20	LRDR	7	8	15	75	Fairly Good
21	DAO	4	8	12	60	Fair
22	DRD	7	8	15	75	Fairly Good
23	RD	5	8	13	65	Fair
24	AZP	5	6	11	55	Very poor
25	RM	6	8	14	70	Fairly Good
26	ANRA	7	6	13	65	Fair
27	MYK	5	4	9	45	Very poor
28	EMA	8	8	16	80	Good
29	MRA	3	6	9	45	Very poor
30	MR	5	6	11	55	Very poor
31	MIA	2	6	8	40	Very poor
32	AAA	5	6	11	55	Very poor
33	NAP	7	6	13	65	Fair
34	MIA	2	6	8	40	Very poor
35	STI	4	8	12	60	Fair
Total					2080	
Mean Score					59.43	Fair

Source : SMP Negeri 23 Makassar

Based on the table 1 at page 26-27 in pre-test there were 2 students were classified as good, 6 students classified as fairly good, 11 students were classified as fair and 16 students were classified as very poor. It shows that in pre-test the total value was 2080 and the mean score is 59.43. Students' vocabulary mastery is very poor before applied wordwall as a media in teaching.

Table 2. The Students' Score and Classification in Post – Test

No	Initial of Students'	Test 1	Test 2	Total	Score	Classification
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	DSP	10	10	20	100	Excellent
2	MDA	10	8	18	90	Very Good
3	AA	7	8	15	75	Fairly Good
4	AZ	8	8	16	80	Good

To be continued

continuation

(1)	(2)	(3)	(4)	(5)	(6)	(7)
5	MQ	10	10	20	100	Excellent
6	AFR.	8	8	16	80	Good
7	NAP	10	8	18	90	Very Good
8	NAS	9	8	17	85	Good
9	RANM	7	8	15	75	Fairly Good
10	R	7	8	15	75	Fairly Good
11	BI	8	6	14	70	Fairly Good
12	NAAI	8	8	16	80	Good
13	MBN	7	6	13	65	Fair
14	DFR	9	8	17	85	Good
15	MFZ	7	8	15	75	Fairly Good
16	MRO	6	6	12	60	Fair
17	RRA	7	8	15	75	Fairly Good
18	MRR.	8	6	14	70	Fairly Good
19	MWPP	8	8	16	80	Good
20	LRDR	10	10	20	100	Excellent
21	DAO	7	8	15	75	Fairly Good
22	DRD	10	10	20	100	Excellent
23	RD	8	8	16	80	Good
24	AZP	8	6	14	70	Fairly Good
25	RM	8	8	18	90	Very Good
26	ANRA	9	8	17	85	Good
27	MYK	9	6	15	75	Fairly Good
28	EMA	10	10	20	100	Excellent
29	MRA	6	6	12	60	Fair
30	MR	9	8	17	85	Good
31	MIA	7	6	13	65	Fair
32	AAA	9	8	17	85	Good
33	NAP	8	8	16	80	Good
34	MIA	7	6	13	65	Fair
35	STI	8	8	16	80	Good
Total					2805	
Mean Score					80.14	Good

Source : SMP Negeri 23 Makassar

Based on the table 2 above in post - test, there were 5 students classified as excellent, 3 student classified as very good, 10 students classified as good, 12 students classified as fairly good and 5 students classified as fair. The table above show that the total value of in the post –

test was 2805 and the mean score was 80.14. It shows that students' vocabulary mastery after applying wordwall as a media in teaching is improved.

Table 3 : The Rate Percentage of the Students' in Pre - Test

No	Classification	Pre - test	
		X1	%
1	Excellent	-	-
2	Very Good	-	-
3	Good	2	5.7%
4	Fairly Good	6	17.1%
5	Fair	11	31.5%
5	Very Poor	16	45.7%
Total		35	100%

source : SMP Negeri 23 Makassar

Based on table 3 above, before the students were treated by word wall media, there were 2 students (5.7%) classified as good, 6 students (17.1%) classified as fair good, 11 students (31.5%) classified as fair and 16 students (45.7%) classified as very poor. The writer made conclusion based on the table above that most of the students at SMP Negeri 23 Makassar classified as very poor in vocabulary mastery.

Table 4. The Rate Percentage of Students' in Post - Test

No	Classification	Post – test	
		X2	%
1	Excellent	5	14.3%
2	Very Good	3	8.5%
3	Good	10	28.6%
4	Fairly Good	12	34.3%
5	Fair	5	14.3%
6	Very Poor	-	-
Total		35	100%

Source : SMP Negeri 23 Makassar



Based on the data on table 4 above, after applied wordwall as a media in teaching, there were 5 students (14.3%) classified as excellent, 3 students (8.5%) classified as very good, 10 students (28.6%) classified as good, 12 students (34.3%) classified as fairly good, 5 students (14.3%) classified as fair, and none of the students classified as very poor. The writer concluded that this strategy is effective to improve students' vocabulary mastery at SMP Negeri 23 Makassar. The writer concluded that the students' rate percentages in post - test was higher than in pre - test.

1. To know the mean score of students' vocabulary mastery, the writer was calculated all scores by using formula as follows :

a. Pre – Test

$$X_1 = 2080$$

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

$$\bar{X} = \frac{2080}{35}$$

$$\bar{X} = 59.43$$

b. Post – Test

$$X_2 = 2805$$

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

$$\bar{X} = \frac{2805}{35}$$

$$\bar{X} = 80.14$$

2. To know the students' improvement score for vocabulary mastery test, the writer used formula as follows :

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

$$\begin{aligned} \% &= \frac{80.14 - 59.43}{59.43} \times 100 \\ &= 34.85\% \end{aligned}$$

Table 5 : The Students' Means Score in Pre – Test and Post - Test

Pre - test ( X1 )	Post - test ( X2 )	Improvement
59.43	80.14	34.85%

Source : SMP Negeri 23 Makassar

Based on the table 5 above, it indicated that the students' improvement of the second year students who taught through word wall strategy was success because the result of the mean score of the students' pre – test is 59.43 and post – test is 80.14. The improvement after applied word wall media was 34.85%

3. To know the significant between t-test and t-table for analysis of vocabulary mastery test, the writer was calculated by using formula as follows :

$$t = \frac{\bar{D}}{\sqrt{\frac{\frac{(\sum D)^2}{N} - \sum D^2}{N(N-1)}}$$

$$X_1 = 2080$$

$$X_2 = 2805$$

$$\sum D = 725$$

$$\sum D^2 = 16425$$

$$\bar{D} = \frac{\sum D}{N} = \frac{725}{35} = 20.71$$

$$t = \frac{20.71}{\sqrt{\frac{16425 - \frac{(725)^2}{35}}{35(35-1)}}$$

$$t = \frac{20.71}{\sqrt{\frac{16425 - \frac{525625}{35}}{35(34)}}$$

$$t = \frac{20.71}{\sqrt{\frac{16425 - 15017.9}{1190}}}$$

$$t = \frac{20.71}{\sqrt{\frac{1407.1}{1190}}}$$

$$t = \frac{20.71}{\sqrt{1.18}}$$

$$t = \frac{20.71}{1.086}$$

$$t = 19.07$$

Table 6 : The T-test Value Vocabulary Mastery Before and After Treatment

t – test	t-table	Comprehension	Different
19.07	2.030	t-test>t-table	Significant

The result of t-table value in reading test indicated that the t-test value of vocabulary mastery word wall strategy was greater than t-table value (19.07 > 2.030). This finding used to determine the hypothesis that occurred in this research as stated that null hypothesis (H0) is rejected when the value of t-test was greater than the value of t-test, and alternative hypothesis (H1) was accepted. It means that, in this research automatically the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.

## **B. Discussions**

Based on the result of the t-tests, the writer found that there was a significance different between the result of pre-test and post-test. It means that there was a significant different result of the pre - test before and after teaching and learning process by using word wall media. It has brought a new nuance and technical strategy to improve students' vocabulary mastery. Relating to the data collected in the pre – test, it show that the students' vocabulary mastery of the second year of SMP Negeri 23 Makassar was very poor.

The data show that the result of the rate percentage of the student's post - test is higher than pre - test after giving treatment. It is supported that the students of SMP Negeri 23 Makassar have a good achievement to learn English subject, especially in vocabulary mastery. In the pre-test, students have to answer 20 questions which consist of 10 in items multiple choice and 10 items in matching words. The writer conducted treatment to improve

students' vocabulary by using reading passage. The treatment were conducted four times. The first treatment, the students were treated by using word wall media for four meetings.

After giving the treatments, the writer conducted post-test to know the students' vocabulary achievement. After giving treatment the questions in the post-test were still the same with the pre-test. From the result of students' in post-test show that their vocabulary achievement is improved. It was supported by showing the total score of post - test 2805 and their means score of post-test is 80.14.

It also supported by the inferential analysis by using t-test that was used to know the research hypothesis that there was a significance difference between the result of students' vocabulary test before and after treatment. The result show that t- test value (19.07) is greater than t-table (2.030). It means that the used of word wall as a media in teaching vocabulary can improve students' vocabulary achievement.

Learning vocabulary here is improved by applied word wall media. The students need to define their understanding of the words before they can decide whether or not to rule out the possible occurrence of those words. It was proved by the achievement that found in the post – test. Finally the writer concluded that in teaching and learning through word wall media at SMP Negeri 23 Makassar was effective to improve the students' vocabulary mastery.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter, consist of two parts, namely conclusion and suggestion of the finding.

#### **A. Conclusion**

From the analysis of the data, we can see that teaching and learning process by using word wall can improve students' vocabulary achievement of SMP Negeri 23 Makassar. It can be seen from the students' means score of vocabulary test. The means score of the pre-test was 59.43 and the means score of the post - test was 80.14. The mean difference between the pre - test and the post - test is 20.71. It is supported by t-test (19.07) which is greater than t-table (2.030) So obviously, word wall media motivates the students since it is an enjoyable learning activity. Word wall media as a medium in learning process is very helpful and making the students more active.

#### **B. Suggestions**

By considering the calculation given before, the writer presents some suggestion that the teacher should bring the media or teaching aids into the classroom because it will attract students' interest and motivate them to learn English and make the class be impressive. The writer also suggests to English teachers to use varies techniques in teaching English vocabulary

especially for children like using word wall media. The teacher should master the word wall media and its vocabulary.

1. The teacher has to choose word wall media based on the student's level.
2. Many students still feel so difficult to mastery vocabulary especially in identifying specific word meaning. So the teachers should be more creative to increase teaching strategy. They can be use word wall media as one technique or method to stimulate the student's interest in learning English.
3. It is suggested to school to support as effectiveness learning in the school for example equipped with the good facilities, such as English laboratory.

Finally, the writer realizes that this skripsi still far fro perfect, so the writer really hopes this thesis can be a meaningful contribution for the teacher of English as well as students and further writers.

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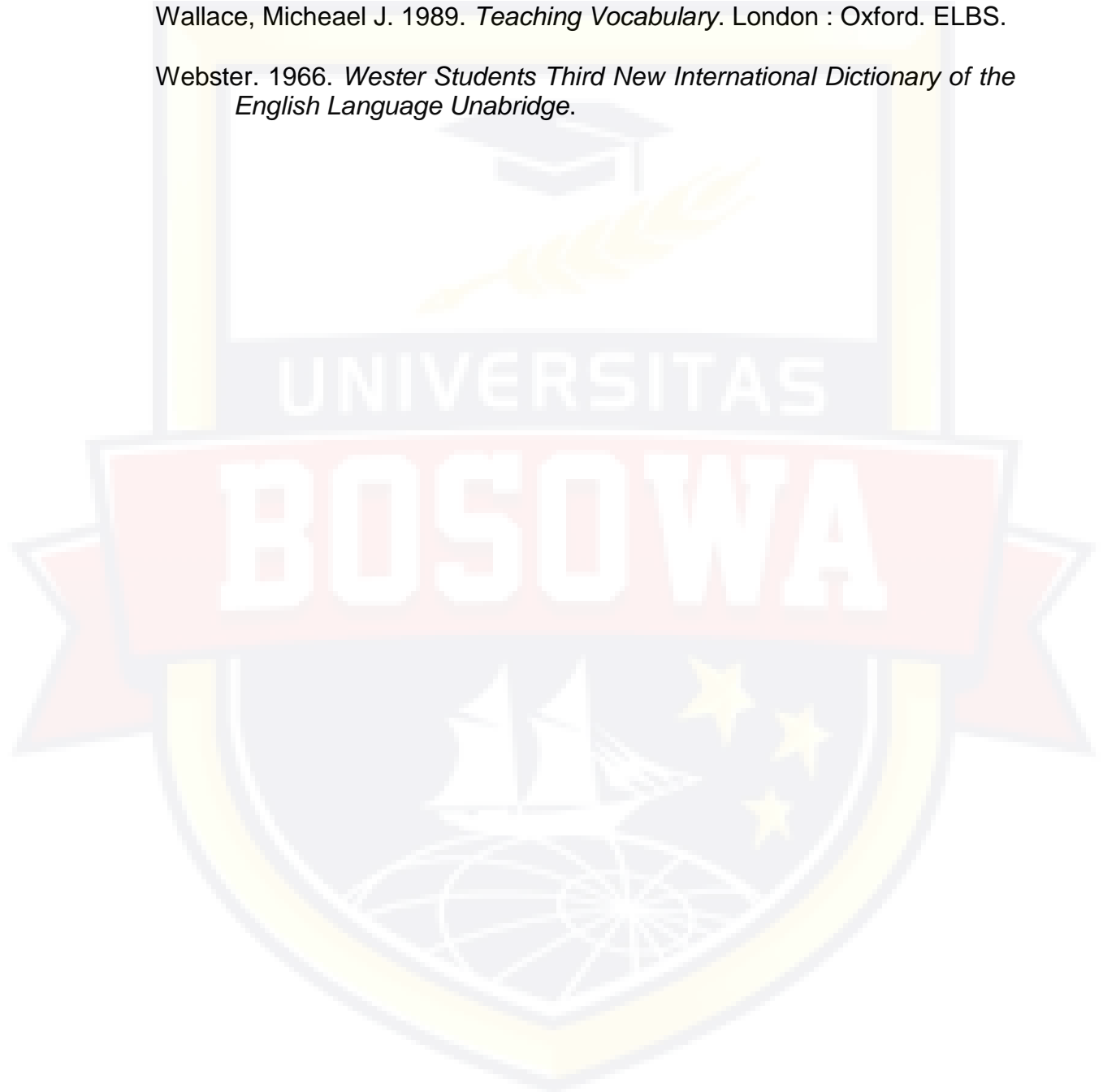
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*APPENDICES*

## Appendix 1. Research Instrument

**JUDUL** : Students' Vocabulary Achievement Under Word Wall Media At SMP Negeri 23 Makassar

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama : .....

Nis : .....

Kelas : .....

### Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar!

Choose either a, b, c, or d for the correct answer. Questions 1 to 10 are based on the text !

### Television

Many people worked to create television. In 1862, Abbe Giovanna Caselli invented a machine called the Pantelograph. Caselli was the first person to send a picture over wires. By the 1880s, Alexander Graham Bell invented a machine that transmitted pictures and sound over wires. His machine was called the Photophone. The World's Fair was held in Paris, France, in the year 1900. The first International Congress of Electricity was held at the World's Fair. That was when the word *television* was first used – by a Russian named Constantin Perskyi. That name stuck, and is now shortened to "TV."

At the beginning of TV history, there were several types of TV technology. One system was a mechanical model based on a rotating disc. (Rotating discs are discs that spin like CDs.) The other system was an electronic model. In 1906, Boris Rosing built the first working mechanical TV in Russia. In the 1920s, John Logie Baird in England and Charles Francis Jenkins in the United States demonstrated improved mechanical systems. Philo Taylor Farnsworth also showed an electronic system in San Francisco in 1927. His TV was the forerunner of today's TV, which is an electronic system based on his ideas.

Now TV is everywhere. Before 1947, there were only a few thousand televisions in the U.S. By the 1990s, there were televisions in 98% of American homes.

1. Who first sent a picture over wires ?
  - a. Boris Rosing
  - b. John Logie Baird
  - c. Abbe Giovanna Caselli
  - d. Alexander Graham Bell
2. The world television was first used in....
  - a. 1862
  - b. 1880
  - c. 1900
  - d. 1906.
3. The 1900 World's Fair was in ....
  - a. Moscow, Russia
  - b. London, England

- c. Paris, France
- d. New York, United States.
4. Who invented the Photophone ?
  - a. Abbe Giovanna Caselli
  - b. Charles Francis Jenkins
  - c. Alexander Graham Bell
  - d. Philo Taylor Farnsworth
5. How many TV's were in the US in 1945 ?
  - a. A few hundred
  - b. A few thousand
  - c. A few million
  - d. A few billion
6. Invented means....
  - a. made for the first time
  - b. moved to a different country
  - c. sent over wires
  - d. sent through television.
7. Another ways to say transmitted is.....
  - a. Built
  - b. Used
  - c. Sent
  - d. held.
8. Rotating means....
  - a. going up and down
  - b. going back and forth
  - c. spinning
  - d. None of the above
9. the best synonym for demonstrated is.....
  - a. based
  - b. called
  - c. showed
  - d. worked.
10. A system is a combination of.....
  - a. parts that make up a unified whole
  - b. parts that are used to make TVs
  - c. broken pieces
  - d. pieces of a machine.

**Matching Word**

1	Hunger
2	Memorize
3	Huge
4	Scientist
5	Fund
6	Message
7	Spy
8	Mediator
9	Mosquito
10	Amnesty

A	A sum of money saved or made available for a particular purpose
B	An official act of forgiving people and allowing them to go free
C	Learn well enough to remember it exactly
D	Piece of information sent
E	Person who tries to get secret information
F	The state of not having enough to eat
G	A person who studies one or more sciences
H	Very large
I	Small flying insect that sucks blood
J	A person or an organization that mediates

<https://www.english+vocabulary+test+with+answers>. (Retrieved on February 12, 2014)

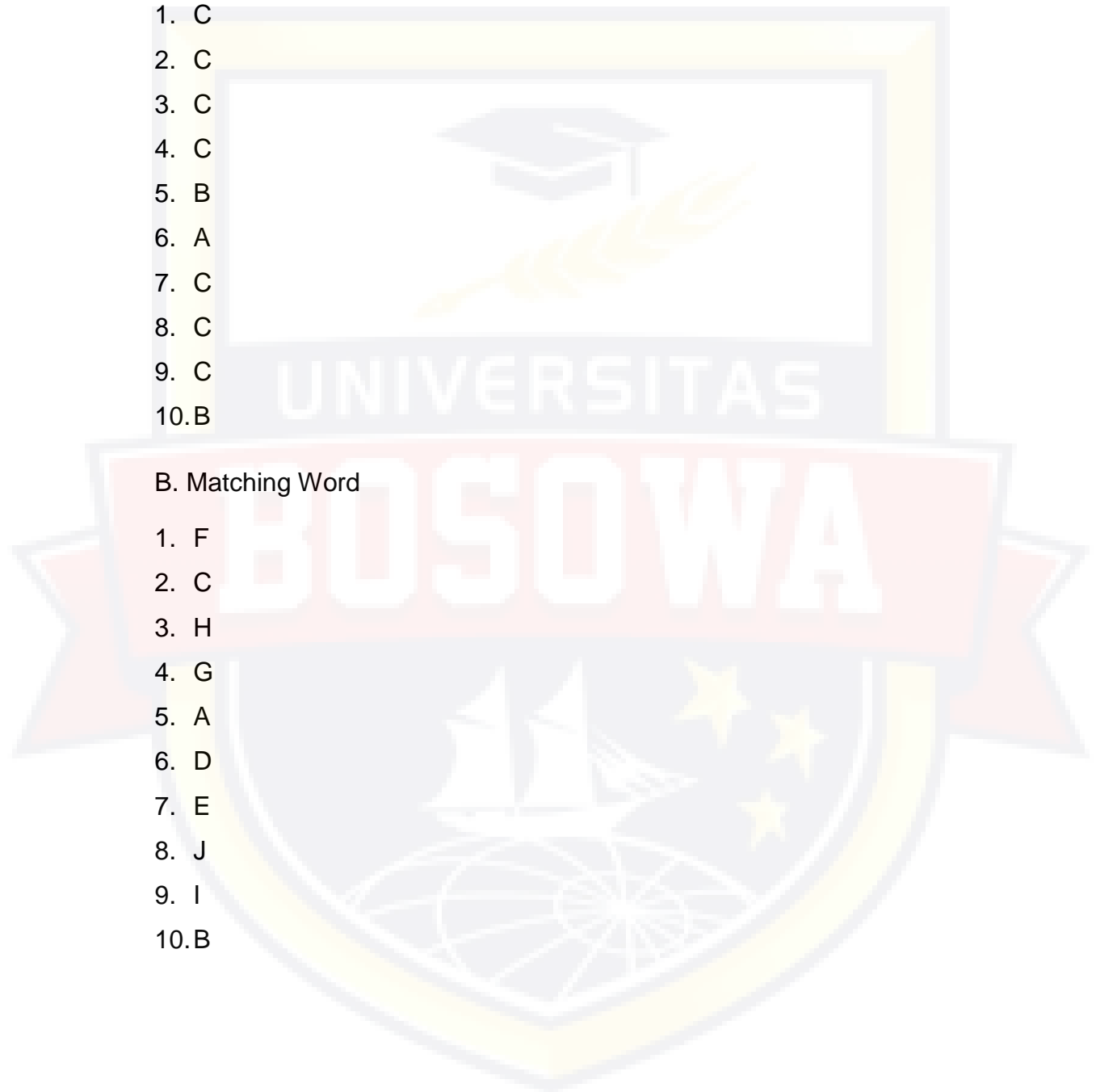
## Answer Key

## A. Multiple Choice.

1. C
2. C
3. C
4. C
5. B
6. A
7. C
8. C
9. C
10. B

## B. Matching Word

1. F
2. C
3. H
4. G
5. A
6. D
7. E
8. J
9. I
10. B



## Appendix 2. The Students' Result in Pre - Test

**JUDUL** : Students' Vocabulary Achievement Under Word Wall Media At SMP Negeri 23 Makassar

Keterangan :

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2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

$$B = 13 \times 5$$
$$= 65$$

Nama : Muh. Huznul Fahreri  
Nis : .....  
Kelas : VIII.1

### Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar!



Choose either a, b, c, or d for the correct answer. Questions 1 to 10 are based on the text !

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  - Ⓒ Abbe Giovanna Caselli
  - d. Alexander Graham Bell
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  - c. 1900
  - Ⓓ 1906.
- ✓ 3. The 1900 World's Fair was in ....
  - a. Moscow, Russia
  - b. London, England

- c. Paris, France  
d. New York, United States.
4. Who invented the Photophone ?  
a. Abbe Giovanna Caselli  
b. Charles Francis Jenkins  
 c. Alexander Graham Bell  
d. Philo Taylor Farnsworth
5. How many TV's were in the US in 1945 ?  
a. A few hundred  
 b. A few thousand  
c. A few million  
d. A few billion
6. Invented means....  
 a. made for the first time  
b. moved to a different country  
c. sent over wires  
d. sent through television.
7. Another ways to say transmitted is.....  
a. Built  
 b. Used  
c. Sent  
d. held.
8. Rotating means....  
a. going up and down  
 b. going back and forth  
c. spinning  
d. None of the above
9. the best synonym for demonstrated is.....  
 a. based  
b. called  
c. showed  
d. worked.
10. A system is a combination of.....  
 a. parts that make up a unified whole  
b. parts that are used to make TVs  
c. broken pieces  
 d. pieces of a machine.

### Matching Word

1 ✓	Hunger	= F	5 =	A	A sum of money saved or made available for a particular purpose
<del>2</del>	Memorize	= B	2 =	B	An official act of forgiving people and allowing them to go free
3 ✓	Huge	= H	10 =	C	Learn well enough to remember it exactly
4 ✓	Scientist	= G	6 =	D	Piece of information sent
5 ✓	Fund	= A	7 =	E	Person who tries to get secret information
6 ✓	Message	= D	1 =	F	The state of not having enough to eat
7 ✓	Spy	= E	4 =	G	A person who studies one or more sciences
8 ✓	Mediator	= J	3 =	H	Very large
9 ✓	Mosquito	= I	9 =	I	Small flying insect that sucks blood
<del>10</del>	Amnesty	= C	8 =	J	A person or an organization that mediates

<https://www.english+vocabulary+test+with+answers>. (Retrieved on February 12, 2014)

## Appendix 2. The Students' Result in Post - Test

**JUDUL :** Students' Vocabulary Achievement Under Word Wall Media At SMP Negeri 23 Makassar

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

$$B = 15 \times 5$$

$$75$$

Nama : Muh. Huznul Fahreri

Nis : .....

Kelas : VIII.1

### Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar!

Choose either a, b, c, or d for the correct answer. Questions 1 to 10 are based on the text !

### Television

Many people worked to create television. In 1862, Abbe Giovanna Caselli invented a machine called the Pantelograph. Caselli was the first person to send a picture over wires. By the 1880s, Alexander Graham Bell invented a machine that transmitted pictures and sound over wires. His machine was called the Photophone. The World's Fair was held in Paris, France, in the year 1900. The first International Congress of Electricity washeld at the World's Fair. That was when the word *television* was first used – by a Russian named Constantin Perskyi. That name stuck, and is now shortened to "TV."

At the beginning of TV history, there were several types of TV technology. One system was a mechanical model based on a rotating disc. (Rotating discs are discs that spin like CDs.) The other system was an electronic model. In 1906, Boris Rosing built the first working mechanical TV in Russia. In the 1920s, John Logie Baird in England and Charles Francis Jenkins in the United States demonstrated improved mechanical systems. Philo Taylor Farnsworth also showed an electronic system in San Francisco in 1927. His TV was the forerunner of today's TV, which is an electronic system based on his ideas.

Now TV is everywhere. Before 1947, there were only a few thousand televisions in the U.S. By the 1990s, there were televisions in 98% of American homes.

1. Who first sent a picture over wires ?
  - a. Boris Rosing
  - b. John Logie Baird
  - c. Abbe Giovanna Caselli
  - d. Alexander Graham Bell
2. The world television was first used in....
  - a. 1862
  - b. 1880
  - c. 1900
  - d. 1906.
3. The 1900 World's Fair was in ....
  - a. Moscow, Russia
  - b. London, England

- Paris, France  
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6. Invented means....  
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c. sent over wires  
d. sent through television.
7. Another ways to say transmitted is.....  
a. Built  
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c. Sent  
d. held.
8. Rotating means....  
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 spinning  
d. None of the above
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a. parts that make up a unified whole  
b. parts that are used to make TVs  
c. broken pieces  
 pieces of a machine.

### Matching Word

1 ✓	Hunger	= f	5	A	A sum of money saved or made available for a particular purpose
2 ✗	Memorize	= B	2	B	An official act of forgiving people and allowing them to so free
3 ✓	Huge	= H	10	C	Learn well enough to remember it exactly
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6 ✓	Message	= D	1	F	The state of not having enough to eat
7 ✓	Spy	= E	4	G	A person who students one or more sciences
8 ✓	Mediator	= J	3	H	Very large
9 ✓	Mosquito	= I	9	I	Small flaying insect that sucks blood
10 ✗	Amnesty	= C	8	J	A person or an organizing that mediates

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**PRE-TEST**

**JUDUL** : Students' Vocabulary Achievement Under Word Wall Media At SMP Negeri 23 Makassar

Keterangan :

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2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

B = 12

S = 6

60

Nama SELVI TRI ANANDA

Nis : .....

Kelas : VIII.1

**Petunjuk Pengisian**

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar!



Choose either a, b, c, or d for the correct answer. Questions 1 to 10 are based on the text !

### Television

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 moved to a different country  
c. sent over wires  
d. sent through television.
7. Another ways to say transmitted is.....  
a. Built  
 Used  
c. Sent  
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8. Rotating means....  
a. going up and down  
 going back and forth  
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d. None of the above
9. the best synonym for demonstrated is.....  
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b. called  
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10. A system is a combination of.....  
 parts that make up a unified whole  
b. parts that are used to make TVs  
c. broken pieces  
d. pieces of a machine.

### Matching Word

1 ✓	Hunger		A	A sum of money saved or made available for a particular purpose
2 ✗	Memorize		B	An official act of forgiving people and allowing them to go free
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**POST-TEST**

**JUDUL** : Students' Vocabulary Achievement Under Word Wall Media At SMP Negeri 23 Makassar

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3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

$$B = 16$$

$$S = 4$$

80

Nama : SELVI TRI ANANDA

Nis : .....

Kelas : VIII.1

**Petunjuk Pengisian**

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar!

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 parts that are used to make TVs  
c. broken pieces  
d. pieces of a machine.

### Matching Word

1 ✓	Hunger	A	A sum of money saved or made available for a particular purpose
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**PRE-TEST**

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2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

B = 16

80

Nama Diana Sylvia P

Nis : .....

Kelas : VIII . 1

**Petunjuk Pengisian**

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar!



Choose either a, b, c, or d for the correct answer. Questions 1 to 10 are based on the text !

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  - a. Moscow, Russia
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- ~~a.~~ Paris, France  
d. New York, United States.
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**POST-TEST**

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2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

$$B = 20 \times 5$$

100

Nama : Diena Sylvia P

Nis : .....

Kelas : VIII.1

**Petunjuk Pengisian**

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Appendix 4. The Students' Score and Classification in Pre-Test and Post - Test

No	Name of Students'	Pre – Test	Classification	Post - test	Classification
(1)	(2)	(3)	(4)	(5)	(6)
1	Diena Sylvia P.	80	Good	100	Excellent
2	M. Dhandy A.	75	Fairly Good	90	Very Good
3	Andi Aqiqah	55	Very Poor	75	Fairly Good
4	Assyifah Z.	65	Fair	80	Good
5	Mutiara Qalbi	70	Fairly Good	100	Excellent
6	Ananda Fitria R.	65	Fair	80	Good
7	Nur Aldita P.	70	Fairly Good	90	Very Good
8	Nur Ainun S.	65	Fair	85	Good
9	R.A. Nurdesky M.	55	Very Poor	75	Fairly Good
10	Rifal	50	Very Poor	75	Fairly Good
11	Belusyifa I.	45	Very Poor	70	Fairly Good
12	Nur Aini I.A.	60	Fair	80	Good
13	M. Biyan Nugraha	45	Very Poor	65	Fair
14	Dwi Fajar R.	50	Very Poor	85	Good
15	Muh. Huznul F.	65	Fair	75	Fairly Good
16	M. Rasyid Omar	55	Very Poor	60	Fair
17	Raihan Fadilah A.	45	Very Poor	75	Fairly Good
18	M. Rezky R.	50	Very Poor	70	Fairly Good
19	M. Wahyudi P.P.	65	Fair	80	Good
20	Lldya Rosita D.R.	75	Fairly Good	100	Excellent
21	Diah Ananda O.	60	Fair	75	Fairly Good
22	Dian Rezky D.	75	Fairly Good	100	Excellent
23	Rika damayanti	65	Fair	80	Good
24	Alicia Zevanya P.	55	Very Poor	70	Fairly Good
25	Rastuty M.	70	Fairly Good	90	Very Good
26	A. Nur Rizki A.	65	Fair	85	Good
27	M. Yulis Karya	45	Very Poor	75	Fairly Good
28	Eliezart Micheal A.	80	Good	100	Excellent
29	M. Ramadhan A.	45	Very Poor	60	Fair
30	M. Rifky	55	Very Poor	85	Good

to be continued



continuation

(1)	(2)	(3)	(4)	(5)	(6)
31	M. Irsyam Atmojo	40	Very Poor	65	Fair
32	Alfira Auliya A.	55	Very Poor	85	Good
33	Nur Alam P.	65	Fair	80	Good
34	M. Isra Alif	40	Very Poor	65	Fair
35	Selvi Tri A.	60	Fair	80	Good
	Total	2080		2805	
	Mean Score	59.4 3		80.14	

Source : SMP Negeri 23 Makassar



Appendix 5. The Students' Pre-test and Post-test, the gain and the Square of the Gain

No	Name	Pre – test	Post – test	Gain D	D <sup>2</sup>
(1)	(2)	(3)	(4)	(5)	(6)
1	Diena Sylvia P.	80	100	20	400
2	M. Dhandy A.	75	90	15	225
3	Andi Aqiqah	55	75	20	400
4	Assyifah Z.	65	80	15	225
5	Mutiara Qalbi	70	100	30	900
6	Ananda Fitria R.	65	80	15	225
7	Nur Aldita P.	70	90	20	400
8	Nur Ainun S.	65	85	20	400
9	R.A. Nurdesky M.	55	75	20	400
10	Rifal	50	75	25	625
11	Belusyifa I.	45	70	25	625
12	Nur Aini I.A.	60	80	20	400
13	M. Biyan Nugraha	45	65	20	400
14	Dwi Fajar R.	50	85	35	1225
15	Muh. Haznul F.	65	75	10	100
16	M. Rasyid Omar	55	60	5	25
17	Raihan Fadilah A.	45	75	30	900
18	M. Rezky R.	50	70	20	400
19	M. Wahyudi P.P.	65	80	15	225
20	Lldya Rosita D.R.	75	100	25	625
21	Diah Ananda O.	60	75	15	225
22	Dian Rezky D.	75	100	25	625
23	Rika damayanti	65	80	15	225
24	Alicia Zevanya P.	55	70	15	225
25	Rastuty M.	70	90	20	400
26	A. Nur Rizki A.	65	85	20	400
27	M. Yulis Karya	45	75	30	900
28	Eliezart Micheal A.	80	100	20	400
29	M. Ramadhan A.	45	60	15	225
30	M. Rifky	55	85	30	900
31	M. Irsyam Atmojo	40	65	25	625
32	Alfira Auliya A.	55	85	30	900
33	Nur Alam P.	65	80	15	225
34	M. Isra Alif	40	65	25	625
35	Selvi Tri A.	60	80	20	400

to be continued

continuation

(1)	(2)	(3)	(4)	(5)	(6)
Total		2080	2805	725	16425
Mean Score		59.43	80.14	20.7	469.3

Source : SMP Negeri 23 Makassar

## Appendix 6. The Distribution Critical Values-t

df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883

to be continued

continuation

20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.505	2.819	3.792
23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745
25.	1.316	1.708	2.060	2.485	2.787	3.725
26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.050	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
31.	1.309	1.695	2.039	2.455	2.746	3.640
32.	1.308	1.693	2.036	2.450	2.740	3.638
33.	1.307	1.691	2.033	2.449	2.736	3.635
34.	1.306	1.659	<b>2.030</b>	2.447	2.730	3.630
35.	1.305	1.658	2.029	2.445	2.726	3.625
36.	1.304	1.657	2.028	2.440	2.720	3.599
37.	1.303	1.656	2.027	2.439	2.718	3.588
38.	1.302	1.655	2.025	2.435	2.714	3.576
39.	1.301	1.654	2.024	2.430	2.710	3.560
40.	1.399	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373

<http://www.westga.edu/distributioncriticalvalue-t/tsid001.htm>.

Appendix 7. Permission Letter from SMP Negeri 23 Makassar



**PEMERINTAH KOTA MAKASSAR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 23 MAKASSAR**

Kecamatan: Panakukkang  
Jl. Paccinang Raya II No.35 B Telp.445388 Tello Baru Makassar (90233)  
NSS: 201196010172. NPSN:40307328



**SURAT KETERANGAN PENELITIAN**

Nomor : 423.4/053/SMP.23/II/2015

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 23 Makassar menerangkan bahwa Mahasiswa tersebut di bawah ini :

N A M A : **MERDEKA WATI**  
N I M : 45 10101040  
FAKULTAS : Keguruan dan Ilmu Pendidikan  
JURUSAN : Pendidikan Bahasa Inggris

Benar telah melaksanakan Penelitian pada SMP Negeri 23 Makassar pada tanggal 19 s.d 20 Februari 2016 dengan judul penelitian :

**“STUDENTS’ VOCABULARY ACHIEVEMENT UNDER WORD WALL MEDIA AT SMP NEGERI 23 MAKASSAR”**

Demikian surat keterangan ini kami buat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 22 Februari 2016  
a.n. Kepala SMP Negeri 23 Makassar  
Wakil Kepala SMPN 23 Makassar



**H. MANSUR, S.Pd, M.M.Pd**  
Pangkat : Pembina Tk.I  
NIP: 196509091988031016

**Appendix 8 : Pictures**

**Picture 1 : The students were answering the Pre- Test .**



**Picture 2 : The students were paid attention in treatment activities.**



**Picture 3 : The students were paid attention to the writer's explanation**



**Picture 4 : All students were answering the post-test.**

## BIOGRAPHY



Merdeka Wati was born in Bontang, on Agustus 17<sup>th</sup> 1991. Her father name is Totok and her mother name is Rifka D. Bumbungan, S.Pd. She has three sisters named, Putri Heny Rahel A.Md, Tesly Riana and Marcha Abygael.

In 1997 she started her elementary school at SD Bettlehem Bontang and graduated in 2003. Then she continued to SMP Yayasan Pupuk Kaltim finished in 2006. After that she continued to SMA Negeri 2 Bontang and graduated in 2009.

In 2010 she decided to continue her study at English Education Department Faculty of Teacher Training Bosowa University of Makssar, S1 program and finished in 2016.