THE EFFECT OF WORD WALL ON STUDENTS' VOCABULARY MASTERY OF ELEVEN GRADE AT SMA NEGERI 1 TARAKAN

THESIS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan yang signifikan antara kosa kata siswa sebelum dan sesudah penerapan *Word Wall* di SMA Negeri 1 Tarakan. Jenis penelitian ini adalah kuantitatif, dengan pendekatan *pre-experimental* dan desain *one-group pre-test post-test design*. Sampel penelitian ini adalah kelas XI D dengan jumlah 34 siswa, sampel ditentukan dengan teknik purposive sampling. Tahapan penelitian ini meliputi *pre-tes*t, treatment dan *post-test.* Pada tahap *pre-test* siswa diminta untuk mengerjakan soal kosa kata dengan jumlah 20 soal. Pada tahapan *treatment,* siswa diajar dengan menerapkan *Word Wall* sebagai media pembelajaran. Adapun langkah menggunakan *Word Wall* adalah mengambil topik yang relevan kemudian memasukkan kedalam template *Word Wall.* Pada tahap *post-test* siswa diminta soal kosa kata dengan jumlah 20 soal. Teknik analisis data menggunakan uji *paired sample T-test*. Hail penelitian menunjukkan bahwa terdapat perbedaan nilai siswa antara *pre-test* dan *post-test*. Ini ditunjukkan dengan nilai rata-rata *pre-test* 65.73 dan *post-test* 80.00, yang berarti ada peningkatan sebesar 14.264. Hasil uji *paired sample T-test* dengan nilai sig (2-tailed) diperoleh sebesar $0,000 < 0,05$ yang berarti terdapat pengaruh dari penggunaan *Word Wall* terhadap penguasaan kosa kata siswa kelas XI D di SMA Negeri 1 Tarakan, maka disimpulkan bahwa Ho ditolak dan Ha diterima dari hasil penelitian ini dapat disimpulkan bahwa metode *Word Wall* efektif untuk meningkatkan penguasaan kosakata siswa. Metode ini bisa menjadi referensi bagi guru-guru di SMA Negeri 1 Tarakan untuk diterapkan dalam pembelajaran kosa kata.

Kata Kunci: Word Wall, Penguasaan Kosa Kata Siswa, Bahasa Inggris

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Abstract

This study aims to determine whether there is a significant difference in students' vocabulary before and after the implementation of Word Wall at SMA Negeri 1 Tarakan. The quantitative research uses a pre-experimental approach with a one-group pre-test post-test design. The sample comprises 34 students from Class XI D, selected through purposive sampling. The stages of the study included a pre-test, treatment, and post-test. In the pre-test stage, students were asked to complete 20 vocabulary questions. During the treatment stage, students were taught using Word Wall as a learning medium. The steps to implement Word Wall involved selecting a relevant topic and inserting it into the Word Wall template. In the post-test stage, students were again asked to complete 20 vocabulary questions. Data analysis was conducted using the paired sample T-test. The results showed a difference in student scores between the pre-test and post-test, with an average pre-test score of 65.73 and a post-test score of 80.00, reflecting an improvement of 14.264 points. The paired sample T-test results indicated a sig (2-tailed) value of $0.000 < 0.05$, demonstrating a significant effect of using Word Wall on the vocabulary mastery of Class XI D students at SMA Negeri 1 Tarakan. Therefore, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. The study concludes that the Word Wall method is effective in enhancing students' vocabulary mastery and can serve as a reference for teachers at SMA Negeri 1 Tarakan in teaching vocabulary.

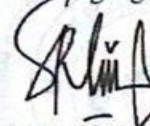Keywords: Word Wall, Students' Vocabulary Mastery, English

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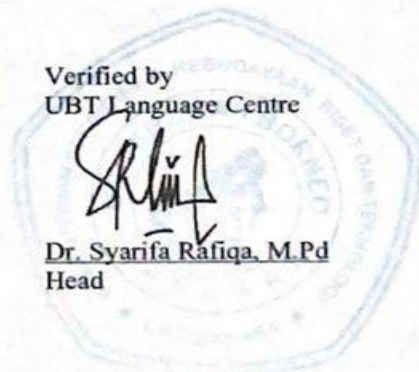Verified by
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the key language skills in learning English is vocabulary. Vocabulary plays a fundamental part in the four language abilities of speaking, reading, writing, and listening (Agustin & Ayu, 2021). The totality of words that someone has mastered (Sirande et al. 2023). Prior to learn English proficiency, the first thing he needs to do is study vocabulary. It implies that in order to support their ability to master English, learners should possess 10-15 vocabulary in a day (Hadijah et al. 2020). Acquiring a new vocabulary term entails more than just comprehending its definition (Suleman & Hasan, 2021).Very little can be said about someone without grammar, but nothing can be said without vocabulary (Hestiana & Anita, 2022). To communicate effectively, a person speaking a foreign language such as English must be familiar with the language's vocabulary first (Sari & Aminatun, 2021). Therefore, when studying English as a foreign or second language, it is crucial that students concentrate on building their vocabulary as the primary foundation. Students will be more comfortable communicating with individuals from all over the world and will be able to advance their language abilities more quickly if they have large vocabulary.

Lack vocabulary is one of the biggest obstacles that students face when they want to learn and become fluent in English. Speaking, listening, reading, and writing are all part of learning English, and mastering vocabulary is a critical first step towards being proficient in all four areas (Agustin & Ayu, 2021). Without familiarity with the vocabulary used in the learning process, pupils will find it challenging to comprehend the material presented by the teacher (Sirande et al. 2023). A vocabulary is not just a list of words that they have learned; rather, it is the product of language users collaborating to create word-forming letter units. If their language is not well-versed, they won't be able to communicate their

emotions effectively (Suleman & Hasan, 2021). A well-versed vocabulary helps pupils read, write, talk, and listen in English more proficiently. In summary, a limited vocabulary not only makes it harder for pupils to understand and grasp the language, but it can also make it harder for them to engage and communicate with others. As a result, putting measures in place that emphasize vocabulary development is crucial to guaranteeing that students succeed in reaching the highest level of language competency.

Based on the preliminary study conducted at SMA Negeri 1 Tarakan, the researcher found a number of problems, especially related to students' ability in English especially in vocabulary mastery. During the observation, the researcher noted that the students faced difficulties in expressing thoughts or ideas about vocabulary, students' abilities were still low, as seen from the tendency of students to use Indonesian when speaking in English, students' did not understand the assignment given by the teacher because it uses English, students did not respond to the teacher when the teacher asks using English. This is caused by students' lack of vocabulary so that students do not understand to express ideas or even respond to the teacher. Therefore it is important to conduct research to solve the problems that occur. The researcher also found that the students had the potential to expand their vocabulary. By identifying students' potential and difficulties, learning efforts can be focused on improving their English language skills more holistically.

In order to effectively teach and acquire vocabulary, a number of tactics must be implemented and assisted by technology as a media for teaching. Technology can provide language learners with an engaging setting for learning (Hermagustiana & Rusmawaty, 2021). Educating using technology for students to find interactive learning strategy is a vital component (Tiara et al. 2021). Technology has been transformed to support English language teaching. This indicate technology plays a significant role and influences how teachers educate in order to engage students in activities (Tiara et al. 2021). There is a regulation of the

Indonesian Minister of Education and Culture number 65 of 2013 regarding the technology contained in paragraph 13 which contains ICT can improve the efficiency and effectiveness of learning (Rohmatin, 2023). Considering the justification given, teachers must be able to use technology as a media for teaching English.

Media play a significant part in helping pupils grasp and become proficient in words. Teachers must employ a variety of learning resources during the teaching and learning process in order to effectively address issues that come up during the process. The accuracy with which learning models and media are applied is another factor that determines learning success (Salsabila et al. 2020). In addition to making classes easier to understand, the usage of applications can benefit students' motivation and behavior in the classroom in addition to helping them learn more vocabulary (Irawan et al. 2020). Using the right educational materials can help to motivate and stimulate learning activities. Employing applications to enhance vocabulary acquisition can boost students' proficiency and give them chances to interact with others (Stickler et al. 2020). The use of digital media in education is becoming more and more common in the current digital era. Digital media particularly applications and software can be a useful tool for helping students' vocabulary grow (Behbahani & Amin, 2021). Teachers can use technology to create dynamic and interesting learning environments that will appeal to pupils psychologically and increase the attraction of learning overall. Thus, the choice and application of efficient and cutting-edge learning resources has a significant impact on vocabulary growth in addition to the t process of instruction and learning.

Leaning media are abundant that can teacher investigate. Selecting the right learning resources is essential when instructing pupils in vocabulary. Every media has benefits and drawbacks such as Word Wall (Ramadhan & Zaharani, 2021), Duo Lingo (Nursyamsiah, 2021), Snakes and Ladder (Hariyanti et al. 2020), Flashcard (Matruty & Que, 2021). Word Wall is the creative answer that is the subject of this study. This free

software is basic alternatives are free of charge and has fun features and customizable quizzes with educational resource (Sari & Yarza, 2021). Word wall is a digital gamification platform that is intended to offer quizzes and games for the purpose of material evaluation. Students only need to click on the URL that the instructor provides to access the many instructional game elements; they are not required to download the application (Sari & Yarza, 2021). Furthermore, word wall materials can be printed in PDF format, which helps students who are limited by a network. Word wall media is adaptable since it may be used for online learning scenarios like pandemics.as well as face-to-face (PTM). Because word walls allow for competition, students are more driven to learn. The word wall in this program is a helpful learning resource in addition to being a fun assessment tool (Lestari, 2021). With the Word Wall app, students may access it on their laptop or smartphone and engage in interactive exercises featuring visual, audio, and animation features. Word wall is a good tool for kids to practice their vocabulary (Hasram et al. 2021). In (Fatimah, 2020) research revealed an 82.5% success rate in raising pupils' language knowledge at SMPN 44 Surabaya. Similar research were found in a study conducted by (Arsini et al. 2022) which employed questionnaires and observation and revealed favorable student answers. The application of Word wall App creates dynamic and fun learning, increasing student engagement (Arsini et al. 2022). Thus, the use of this learning media not only overcomes the shortcomings of other media, but also enriches students' learning experience through an innovative technology-based approach.

Based on the explanation above, the researcher is interested in raising the title "The effect of Word Wall on Students' Vocabulary Mastery of Eleven Grade at SMA Negeri 1 Tarakan" this study is expected to be a solution to address the obstacles students face in understanding and mastering vocabulary.

1.2   Research Limitation

Through problem identification of this study used samples from the elevent grade students' at SMA Negeri 1 Tarakan. The primary goal of this study is to use the Word Wall approach to examine students' mastery of vocab ulary. The author concentrates on vocabulary aspect meaning. It is anticipated that using data from SMA Negeri 1 Tarakan eleventh grade students will give a representative image of how the Word Wall technique affects vocabulary learning. This study delves deeply into the quantitative understanding of students' experiences and how they affect vocabulary development.

1.3   Research Problem

Based on the preliminary study that the researcher conducted at SMA Negeri 1 Tarakan, several issues are noted:

How is the significant effect of using word wall toward on students' vocabulary mastery?

1.4   Research Objective

This research aim is to find out the significant effect of Word Wall on students' vocabulary mastery.

1.5   Significance of the Research

In general, this research has two benefits, namely theoretical and practical benefits in detail the intended benefits are as follows:

1.5.1   Theoretical

This research can be a reference in developing theories about the use of visual media, Word Wall, to improve student vocabulary at SMA Negeri 1 Tarakan.

1.5.2   Practical

a.   The Teacher

Teachers can gain knowledge from this study about how well Word Walls work as a teaching technique to enhance students' vocabulary development. By introducing this technique into the curriculum or learning sessions, teachers can assess and modernize their teaching strategies.

b. The Students

Word Walls can be used in this study to help students' increase their vocabulary. Students can increase their language proficiency and comprehension by using word visualization.

c. The Future Researcher

This research can add to the body of knowledge in the fields of education and psycholinguistics by examining how Word Walls affect students' vocabulary growth. The findings of this study may supplement current understanding and serve as a foundation for additional research in this field.

1.6   Definition of Key Terms

Word wall is a visual learning technique in which vocabulary, or key terms are arranged and posted on the classroom wall. These terms are typically accompanied by illustrations, explanations, or sample phrases. The objectives of Word Wall are to offer students with an immediately accessible visual reference during the learning process, enhance their vocabulary, and establish a learning environment rich in language.

Vocabulary refers to the words that a person understands and uses in a specific context. Understanding words, being able to employ them in sentences, and being able to comprehend new words in various contexts are all components of mastering vocabulary. Gaining more vocabulary can help with reading comprehension, communication, and language proficiency in general.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1   Conclusion

Based on data analysis, this study found that the use of word wall media significantly improved the vocabulary mastery of class XI D students at SMA Negeri 1 Tarakan. This is proven through a comparison between pre-test and post-test scores, which showed a significant increasein the average students scores.The average pre-test score of 65.73 increased to 80.00 in the post-test, demonstrating the word wall's effectiveness. The normality test showed that the data were normally distributed for pre-test 0.073 and post-test 0.282, both > 0.05, and the homogeneity test confirmed equal variances p - value > 0.05. The Paired Sample t-test revealed a statistically significant difference (t = -10.943, and significance value (Sig. 0.000), more diminutive than 0.05. This indicates that the difference between the pre-test and post-test is very statistically significant. Initially, most students were in the "Poor" (58.82%) and "Fair" (20.58%) categories, but after the intervention, 47.05% reached "Good" and 14.70% achieved "Very Good." This shows a improvement in vocabulary mastery after the use of word wall.

Word wall was effective learning tools for improving vocabulary comprehension and retention. The visual and interactive features of the word wall helped students remember and understand new vocabulary more easily. Word wall have been proven to improve students' vocabulary mastery significantly. This media not only increases students' average scores but also increases the consistency of vocabulary understanding among students. There were several ways to make word wall effective. First, choose a relevant topic, then choose a word wall template that suits students, and involve students in the learning process so that they do not feel bored and easily remember the newly learned vocabulary. Therefore, word walls can be recommended as an effective learning method to improve students' vocabulary mastery in the context of language learning.

5.2 Suggestion

Based on the results of the conclusions, the researcher put forward the research that has been carried out at SMA Negeri 1 Tarakan as follows:

a. For English teachers, English teachers must build exciting learning and teaching activities to engage students effectively. The application of word wall is one of the influential games that is easy to use and can help improve students' vocabulary mastery.

b. Students are expected to be able to apply word walls not only in the school environment but also wherever and whenever so that they grow a sense of eagerness to learn and improve their vocabulary mastery.

c. Further researchers can use word walls with other materials. Depending on the material being taught, further researchers can apply applications at different levels, such as elementary, middle, and high school, suggestions for further researchers are expected to extend the research period and increase the research sample.