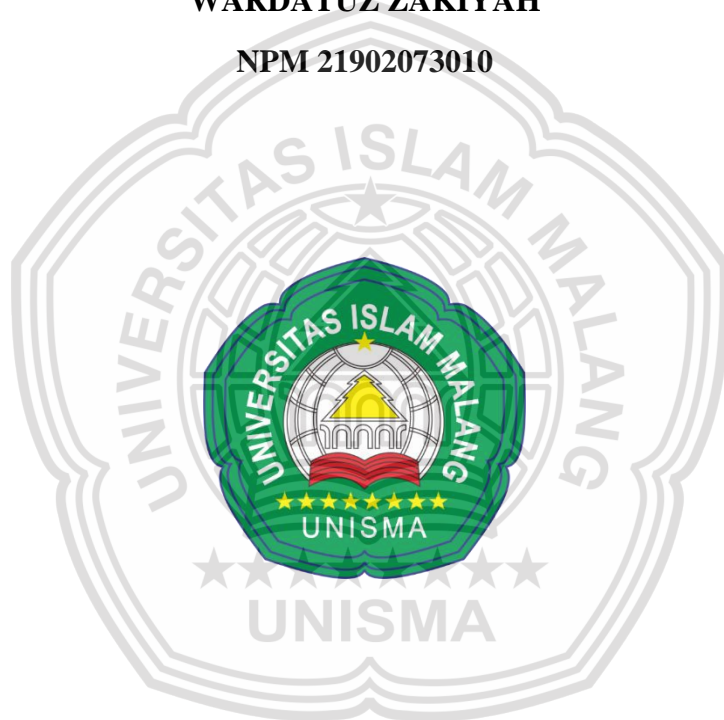# THE USE OF WORD WALL MEDIA IN THE TEACHING VOCABULARY TO THE SEVENTH GRADE STUDENTS AT SMPN 30 BATAM

THESIS

BY

WARDATUZ ZAKIYAH

NPM 21902073010

UNIVERSITY OF ISLAM MALANG

POST GRADUATE PROGRAM

ENGLISH LANGUAGE TEACHING STUDY PROGRAM

JANUARY 2022

THE USE OF WORD WALL MEDIA IN THE TEACHING VOCABULARY TO THE SEVENTH GRADE STUDENTS AT SMPN 30 BATAM

THESIS

Presented to University of Islam Malang

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for the Master Degree in English Language Teaching Study Program

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ABSTRACT

Zakiyah, Wardatuz. 2022. The Use of Word Wall Media in the Teaching of Vocabulary to the Seventh Grade Students at SMPN 30 BATAM. Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisor: Prof. Drs. H. Junaidi Mistar, M.pd.,Ph.D.

**Keywords:** Vocabulary mastery, word wall media, students' perception

Vocabulary is one of the language components that have an important role in learning English and should be mastered by the learners. Generally, when the students learn English, they must know vocabulary first. One of the solutions to mastered vocabulary is using word wall media. Word wall is effective medium and right medium applying for students because word wall media stuck some vocabularies based on alphabetical on the word wall with colorful words displayed in large letters.

This study is aimed at two main purposes: (1) identifying how the teacher use word wall media in teaching of vocabulary at SMPN 30 BATAM, and (2) identifying the students' perception about the use of word wall media in the teaching of vocabulary at SMPN 30 BATAM.

This study uses phenomenological research. Phenomenological research is one of the types of qualitative research. In this research conducted the observation, interview, and documentation to get of the data. Interview was used semi-structured interviews with the seventh grade at SMPN 30 BATAM. Data interview was done to select from 5 students of 20 students in VII 2 class as the criteria to be included in the analysis. The function of the interview in this study is to check the data and ensure that the data is truly valid.

The results of the study indicated that are word wall media is the right medium in mastering vocabulary in teaching vocabulary based on the steps taken by the teacher

and also the most students of seventh grade had positive responds about using word wall in the teaching of vocabulary at SMPN 30 BATAM. It can be seen based on the word wall wrote down with large letters on the color of a piece paper, it is very interesting and make easy to memorize some difficult vocabularies; and vocabulary mastery can develop by looking for synonym and antonym of that vocabulary; and also the students' perceptions that word wall media can make the student more easily to understand some vocabularies, word wall media can make them easier and faster to memorize the vocabulary, the students do not fell difficulties of using the word wall media in mastering vocabulary, word wall media can add mastering students' vocabulary and they feel very happy, fun, enjoy, do not bored because word wall media with colorful writing pasted on the wall.
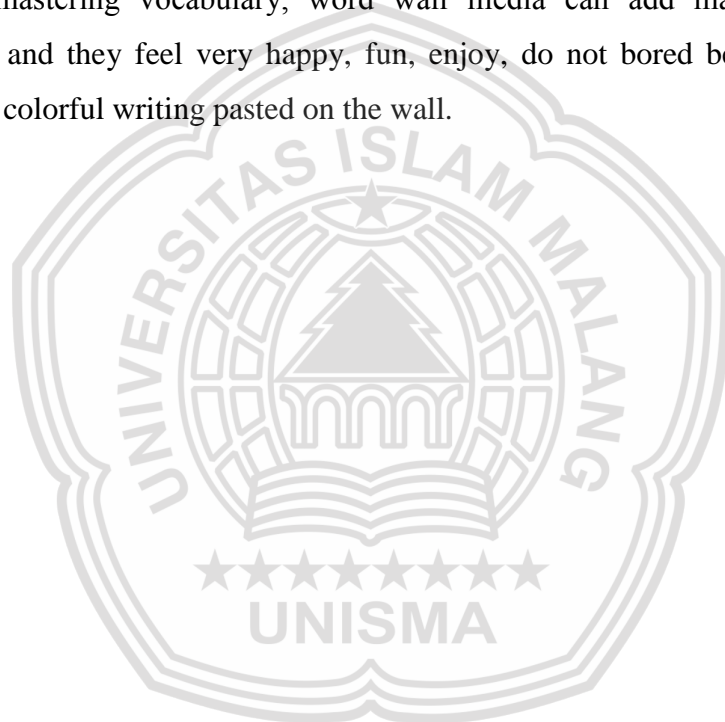
ABSTRAK

Zakiyah, Wardatuz. 2022. Pemanfaatan Media Word Wall dalam Pembelajaran Kosakata pada Siswa Kelas VII SMPN 30 BATAM. Tesis, Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang. Pembimbing : Prof.Drs.H. Junaidi Mistar, M.pd.,Ph.D

Kata kunci: Penguasaan kosakata, media word wall, persepsi siswa

Kosakata merupakan salah satu komponen bahasa yang memiliki peran penting dalam pembelajaran bahasa Inggris dan harus dikuasai oleh peserta didik. Umumnya, ketika siswa belajar bahasa Inggris, mereka harus mengetahui kosakata terlebih dahulu. Salah satu solusi untuk menguasai kosakata adalah dengan menggunakan media word wall. Word wall merupakan media yang efektif dan tepat untuk diterapkan bagi siswa karena media word wall menempelkan beberapa kosakata berdasarkan abjad pada word wall dengan kata-kata berwarna-warni yang ditampilkan dalam huruf besar.

Penelitian ini bertujuan untuk dua tujuan utama: (1) mengidentifikasi bagaimana guru menggunakan media dinding kata dalam pengajaran kosakata di SMPN 30 BATAM, dan (2) mengidentifikasi persepsi siswa tentang penggunaan media dinding kata dalam pengajaran kosakata. di SMPN 30 BATAM.

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Penelitian ini menggunakan penelitian fenomenologis. Penelitian fenomenologi merupakan salah satu jenis penelitian kualitatif. Dalam penelitian ini dilakukan observasi, wawancara, dan dokumentasi untuk mendapatkan data. Wawancara yang digunakan adalah wawancara semi terstruktur dengan siswa kelas VII SMPN 30 BATAM. Wawancara data dilakukan untuk memilih 5 siswa dari 20 siswa di kelas VII 2 sebagai kriteria untuk dimasukkan dalam analisis. Fungsi wawancara dalam penelitian ini adalah untuk memeriksa data dan memastikan bahwa data tersebut benar-benar valid.

Hasil penelitian menunjukkan bahwa media word wall merupakan media yang tepat dalam penguasaan kosa kata dalam mengajarkan kosa kata berdasarkan langkah-langkah yang dilakukan guru dan juga sebagian besar siswa kelas VII memberikan tanggapan positif tentang penggunaan word wall dalam pembelajaran kosa kata di sekolah. SMPN 30 BATAM. Hal ini dapat dilihat berdasarkan kata dinding yang ditulis dengan huruf besar pada warna secarik kertas, sangat menarik dan memudahkan untuk menghafal beberapa kosa kata yang sulit; dan penguasaan kosakata dapat berkembang dengan mencari sinonim dan antonim dari kosakata tersebut; dan juga persepsi siswa bahwa media word wall dapat mempermudah siswa dalam memahami beberapa kosakata, media word wall dapat mempermudah dan mempercepat menghafal kosakata, siswa tidak mengalami kesulitan dalam menggunakan media word wall dalam menguasai kosakata , media word wall dapat menambah penguasaan kosakata siswa dan mereka merasa sangat senang, senang, enjoy, tidak bosan karena media word wall dengan tulisan warna warni ditempel di dinding.

CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, statement of the problem, objective of the study, scope and limitation, significance of the study, and definition of key terms.

1.1 Background of the Study

In Learning English, there are four skills. They are listening skill: speaking skill, reading skill, and writing skill (Brown, 2001: 232). Listening and reading are input skills while speaking and writing are output. To learn that all skills; the first we must learn about vocabularies because vocabularies is an important role especially in communication. Vocabulary also is one of the language components that have an important role in learning English and should be mastered by the learners. Irvani (2020) says that vocabulary is the entire words that make up a language. According to Anggraini (2018), Vocabulary is basic component in learning English because when the students learn English, they must know vocabulary first. All people, children to adult or adult to children speak by using vocabularies, read vocabularies, listen vocabularies and remember vocabularies. By using vocabularies, they can communicate to each other and without having many vocabularies, people cannot understand what other people say.

It is necessary for students to have a lot of vocabulary to communicate well with other people, because vocabulary is one of the basic elements of language. Thornburry (2002: 13) stated that "without grammar very little can be

conveyed, without vocabulary nothing can be conveyed". It means that if someone wants to be able to convey meaning, they need vocabulary. Vocabulary plays an essential role in expressing ideas and thought (Setyowati,2015). So, it is very important to know many vocabularies because vocabulary is needed by people to understand the meaning of words and help them to communicate and express their ideas.

In the reality, many students of Junior High School are difficult to remember vocabularies in Learning English. This case is because English is a foreign language in Indonesian and teachers still use old method in the process of teaching and learning English, especially in understanding and memorize new vocabulary that teachers usually just introduce new English words to the students and ask them to find the meaning by using dictionary. Another problem is many students do not bring dictionary in English lesson. So the process of teaching and learning English does not run well. In fact, understanding vocabulary is generally considered an important part of a language learning process. Someone cannot express a language if they do not understand the vocabulary of that language. As a result of their lack of understanding a relatively inadequate vocabulary also makes them often have difficulty understanding the meaning of words. So, the teachers must aware about that problem and also must have a new learning to make students happy and enjoy.

One of the schools that the teacher already aware of the problems that often occur in understanding new vocabulary as described above, the name of school is SMPN 30 BATAM. The teacher at SMPN 30 BATAM also already implements a new learning media in mastering vocabulary that can make it easier

for students to remember and memorize vocabulary easily. The media is called word wall media. Word wall media is very effective for learning English, especially vocabulary. Ramadhan and Zaharani (2021) stated Word wall media is the right medium to make student feel less bored and they become easier to understand vocabulary.

According to Timumun (2020), a word wall is a part of words or a collection of words used to teach vocabulary, letter-sound correspondence, spelling, and more. Novalia, et.al (2019: 4) says that word wall is a great way to make the teaching and learning process becomes more interesting and enjoyable. Besides that, word wall is wonderful because it is a systematically organized collection of colorful words displayed in large letters on a wall in the classroom according to Cunningham (1999). In line with Triariani (2020), word wall is a systematically organized collection of words structure in big letter on a wall or other big structure place in the classroom Using word wall in teaching vocabulary is assumed to enrich students' vocabulary. Dellosa (2004: 55) state that "wall" covered with words is one part of creating the print rich environment of students. While, it can make them interested in learning vocabulary because they can see the different colorful words displayed in large letters on a wall in the class. In addition, Cronsberry (2004: 3) said that the word wall is a group of words that are put on the wall, bulletin boards, check the boards or whiteboards in the classroom. The words such as printed large that they can be viewed easily from any seat. These words may come from teachers and students for teaching and learning to take place. So the word wall will be visible whenever and wherever students are in the classroom. Other functions of the word wall based on Callella (2001: 3), word

walls are also a visual that help students remember connections between words. Mariati (2018) also stated word wall is effective media applying for students, because the working principle of word wall media is stuck the vocabulary on the word wall with a large size that allow atudents to see from a distance.

Understanding new vocabulary at SMPN 30 BATAM is very unique because of the use of the word wall media based on relevant chapter and the learning outcomes obtained are also good. It's all because their English teacher uses word wall media in mastering vocabulary. The teacher writes down some vocabularies on a piece of paper that are in the text at each meeting from the English manual that this school uses "When English Rings a Bell (2017), Class VII." The teacher also redeveloped the vocabulary by looking for synonyms and antonyms to expand and increase understanding of vocabulary. The words are written with large letters and using colour writing, then pasted on the wall based on alphabetical. There are the result of using word wall media in mastering vocabulary at SMPN 30 BATAM: students' vocabulary has increased compared to before; they can express and speak English fluently because they already know a lot of vocabulary; at first they thought English was difficult and then turned into fun, very excited when they wanted to learn and were not shy or confident when talking in front of class.

Therefore, word wall can be used as a new innovation in mastering new vocabulary. Children can enjoy and easily to learn vocabulary. The words are posted on the wall and written in various colors so that students do not get bored and have no difficulty memorizing. As it is known that the old method used only by reading and memorizing some vocabularies on paper (in black and white

writing) seemed very boring to students. So, with this word wall method, children can mastering new vocabulary happily and make them memorize it quickly. In addition, this activity can also strengthen the relationship between students with one another. Based on the phenomena above, the researcher interest to research about "The Use of Word Wall Media in Teaching of Vocabulary to Seventh Grade at SMPN 30 BATAM". The researcher think that this media is very unique; and can helps students in mastering new vocabulary easily and enjoy. The researcher uses the qualitative method to does the research and collects the data.

1.2 Statement of the Problem

Based on the background of the study above, the researcher interested to formulate the problem of this topic by making some of the research question, below:

1. How does the teacher use word wall media in the teaching of vocabulary at SMPN 30 BATAM?

2. How are the students' perception about the use of word wall media in the teaching of vocabulary at SMPN 30 BATAM?

1.3 Objective of Study

Based on the research questions above, the researcher interested to formulate the aims of the problem of this topic by making some of the objective of study, below:

1. To know how the teacher use word wall media in the teaching of vocabulary at SMPN 30 BATAM.

2. To know the students' perception about the use of word wall media in the teaching of vocabulary at SMPN 30 BATAM.

1.4 Scope and Limitation

The researcher focuses on students' perception of using word wall as media in the teaching of vocabulary from some vocabularies in the text based on book "When English Rings a Bell (2017), Class VII" at SMPN 30 BATAM.

1.5 Significance of the Study

The significance of the Study is theoretical and practical. In the theoretical the researcher is expected that by knowing students' perceptions in using word wall media, teachers can develop teaching media so that students do not feel bored when learning English based on this research. In the practical: the researcher hopes that the students, readers, teachers and further the researchers can get information from the research.

1.6 Definition of Key Terms

In this part, the researcher will discuss about the definition of keywords that related with the topic's content.

1. Vocabulary: A collection of several words such as verbs, adjectives, nouns, and adverbs that are in the 7th grade manual and look for synonyms and antonyms.

2. Word wall: a collection of systematically organized vocabulary that is displayed in large letters or colored writing and posted on the walls of a classroom.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research based on the finding and discussion explained in the previous chapter.

6.1 Conclusion

Based on the finding and discussion have been analyze from observation, interview, and documentation in the previous chapter, it can be concluded that word wall media is the right medium in mastering vocabulary in teaching vocabulary based on the steps taken by the teacher and also most students had positive respond toward the use of the word wall media in the teaching of vocabulary. It can be seen based on the word wall wrote down with large letters on the color of a piece paper, it is very interesting and make easy to memorize some difficult vocabularies; and vocabulary mastery can develop by looking for synonym and antonym of that vocabulary; and also from the students' perception of the seventh grade that word wall media can make the student more easily to understand some vocabularies, word wall media can make them easier and faster to memorize the vocabulary, the students do not fell difficulties of using the word wall media in mastering vocabulary, and they feel very happy, fun, enjoy, do not bored because word wall media with colorful writing pasted on the wall.

6.2 Suggestions

In this part, the researcher would like to gives some suggestions for teacher and further researcher. As follows:

1. For the teacher

The researcher found that word wall is a very effective medium and appropriate medium for learning English, especially vocabulary. The reason because word wall media can make students more easily to understand the vocabularies and faster to memorize the vocabularies; word wall media can add mastering students' vocabulary; students do not fell difficulties when using the word wall media in mastering vocabulary; and also, they feel very happy, enjoy, fun, and do not bored when learning English. Therefore, the researcher suggests for the English teacher to use word wall media in teaching of vocabulary.

2. For further researcher

The researcher analyzes about using word wall media of learning English, especially vocabulary in seventh grade at SMPN 30 BATAM and students' perception about use word wall media in the teaching of vocabulary in seventh grade at SMPN 30 BATAM. The researcher analyzes students' vocabulary mastery of synonym and antonym of noun, verb, adjective, and adverb by using the word wall that vocabulary.

The researcher suggests for further researcher that they can enrich and improve the study about teaching vocabulary with word wall media toward other grade levels, by using quantitative research method, exactly experimental design and hopefully this research could be a reference.

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