

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH
WORD WALL**

**(Classroom Action Research on the First Grade Students of SMP N 2
Tuntang in Academic Year 2012/2013)**

A GRADUATING PAPER

**Submitted to the Board of Examiners as a Partial Fulfillment
Of the Requirements for the Degree of *Sarjana Pendidikan Islam* (S.Pd.I)
In English and Education Department**



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DECLARATION

In the name of Allah the most Gracious the most Merciful.

Hereby the writer fully declares that this thesis is made by the writer herself, and it is not containing materials written or has been published by other “people” ideas except the information from the reference.

The writer capable account this for thesis if in the future this thesis can be proved of containing others idea or in fact the writer imitate the other thesis.

This declaration is made by the writer to be understood.

Salatiga, September 11th 2012

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ATTENTIVE COUNSELOR'S NOTE

Salatiga, September 11th 2012

Case : Dewi Nurhamida's Graduating Paper

Dear
The Head of State Islamic
Studies Institute of Salatiga

Assalamu'alaikum, Wr. Wb.

After reading and correcting Dewi Nurhamida's graduating paper entitled "IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH WORD WALL (A Classroom Action Research on the First Grade Students of SMP N 2 Tuntang in Academic Year 2012/2013)". I have decided and would like to propose that if it could be accepted by educational faculty, I hope it would be examined as soon as possible.

Wassalamu'alaikum, Wr. Wb.

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GRADUATING PAPER

IMPROVING STUDENTS' VOCABULARY MATERY TRHOUGH WORDWALL (Classroom Action Research on the First Grade of Smp N 2 Tuntang in Academic Year 2012/2013)

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Has been brought to the board examiners of English Department of Educational Faculty of State Institute of Islamic Studies (STAIN) Salatiga on September 24th 2012, and hereby considered to completely fulfill the requirement of the degree of *Sarjana Pendidikan Islam (S.Pd.I)* in English and Education Department.

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MOTTO

♥ **SUCCESSFUL PEOPLE DO NOT HAVE
PROBLEM BUT CHALLENGES** ♥

(Mario Teguh)

DEDICATION

This graduating paper is whole heartedly dedicated to:

- ❖ My beloved father (Margono) and my beloved mother (Sri Mulyati) who always give me everlasting love, guidance and praying.
- ❖ My beloved uncle (Maryadi) and my beloved aunty (Titik Sulistowati) thanks for your support and praying.
- ❖ To all my family who has support me in finishing this graduating paper.

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In the name of Allah, the most gracious, the most merciful, the lord of universe, because of Him, the writer could finish this thesis as one of the requirement for Sarjana Pendidikan Islam in English Department of Educational faculty of State Islamic Studies Institute (STAIN) Salatiga in 2012.

Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success would not be achieved without those supports, guidance, advice, help and encouragement from individual and institution, and I realize that an appropriate moment for me to deepest gratitude for:

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4. Mr. Ari Setiawan, MM, as a consultant who has educated, supported, directed and given the writer advice, suggestion, and a recommendation for this thesis from beginning until the end.
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6. All of the staff who have helped the researcher in processing of graduating paper administration.

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12. All of TBI '08
13. Those who cannot be mentioned one by one.

Finally, this thesis is expected to be able to provide useful knowledge and information to the readers. And the writer is pleased to accept more suggestion and contribution from the reader for the improvement of the thesis.

Salatiga, September 11th 2012

The writer

Dewi Nurhamida

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ABSTRACT

This research is a study about improving vocabulary mastery through *word wall*. The aim of this research is to find whether *word wall* can improve the student's interest toward English teaching and to find out *word wall* can improve the vocabulary mastery. Vocabulary is one of the language aspects that very important for studying English. But, most of the students in junior high school as the beginners in learning and mastering lesson get much difficulty to learn English especially in vocabulary. Therefore, the researcher would like to try *word wall* methods to solve some problems that experienced by most students. The subjects of the research are the first grade students of SMP N 2 Tuntang in academic year 2012/2013. Main question will be answered in this research are (1) How is the process of teaching vocabulary by using *word wall*?, (2) How is the students' mastery on vocabulary before using *word wall*?, and (3) How is the students' mastery on vocabulary after using *word wall*? To answer the question, the researcher used a classroom action research as a method in this research. The researcher also uses pre-test and post-test in the teaching learning process. It uses two cycles. Each cycle comprised of three meeting. The finding shows that the t-test calculation from the result of pre-test and post-test in cycle I is 8,4 and in cycle II is 13,77. Both of them is greater the t-table with $n=34$ is 2,04. It means that use of *word wall* method can improve the students' vocabulary mastery.

Keyword: Vocabulary Mastery, Word wall, Classroom Action Research

CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is one of the language aspects that is very important for studying English. By having vocabulary well, students easier to accept the teacher explanation. In using the language, students who are rich in vocabulary will be successful in expressing skills. But one who is poor in vocabulary will get trouble in those skills. In a class, most of the students are passive because they do not know a lot of vocabularies.

Vocabulary is needed to improve four language skills that include listening, speaking, reading and writing. It means that the vocabulary plays an important role for the study in their field of study. The students who are less in vocabulary, will be difficult in understanding the text, unable to speak English, and difficult to write their own idea. Here, vocabulary mastery is so important because it will carry the students in learning process.

“The mastery of vocabulary is very important because it will consider the students in the teaching learning. River’s argues that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive, we will be unable to use structures and function. We may have learned for comprehensible communication.” (Nunan; 1991: 117)

The result of English achievement of students in SMP N 2 Tuntang is low. From my observation, many students in VII F of SMP N 2 Tuntang get score less than averages score. It is clear that they have lots of

problems in vocabulary mastery. The students need new method to increase their vocabulary mastery. There are some problems that often faced by most of the students in junior high schools as the beginners in learning and mastering English lesson get especially in vocabulary mastery. First, the students have difficulty in remembering new vocabulary encountered because they have never used the language before. It is showed that the students did not know the meaning of question when they do of the test. Second problem, the students are not interested in learning English.

Most of students in Junior High School are still difficult to remember some new vocabularies. It can be understood because they have never met the English lesson in elementary school before. Even though there are some students who have learned English before, but only the basic material. So, it is still difficult for students to communicate using English.

At school, the teachers often find that the students are not interested in learning a subject matter. It also happens in learning English, because the students do not have knowledge about the correlation between the subject matter and themselves. The teachers must know the condition of the students. It becomes the teachers' responsibilities to give motivation by arranging the situation, so the students are aware that there is correlation between the subject matter with their life. The teachers also have an important role. That is what the students have interest in teaching learning

process and the method that is used in teaching vocabulary appropriate or not and others.

Many teachers are still having less creativity when teaching English. Usually the teachers just explain the material without any method, so it can make the students bored. As teachers, we must build the interest of students to learn English by using varieties of methods. For example, the teachers use game in teaching learning because the students like to play. A method which is used by the teachers can make students enjoy in learning. The teacher must use the appropriate game method in teaching learning process that can make students is easy to acquire the new vocabulary.

There are many methods which can be used in teaching learning process. One kind of method is *word wall*. By applying *word wall*, the researcher hopes that the students could get new vocabularies and improve their vocabulary. *Word wall* is collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom. The *word wall* is designed to be an interactive tool for students or others to use, and contains an array of words that can be used to improve the students' vocabulary mastery.

The writer analyzes the teaching learning process in the class. If the teacher still uses the old method of learning activity, it will not increase students' vocabulary mastery. Accordingly, the writer tries to apply new method which can help the students' to improve their vocabulary and build

group learning activities.

By using a new method, the students will be more interested in English learning and also they will be easier to improve their vocabulary mastery. The students also are able to remember English words easily when they often find of the words in the class. So, the researcher needs to implement *word wall* method to solve the problem in SMP N 2 Tuntang that can improve the students' interest in English learning process. It must be remembers by everyone who wants to be professional in communication that English vocabulary is as base to step forward.

Based on the explanation above, the writer wants to conducts a research entitled: **“IMPROVING STUDENTS’ VOCABULARY MASTERY TROUGH WORD WALL (A Classroom Action Research on the First Grade of SMP N 2 Tuntang in Academic Year 2012/2013)”**.

B. Statement of the Problem

Based on the background of the study above, many problems arise. Some problems that can be identified are as follows:

1. How is the process of teaching vocabulary by using *word wall* for the learners of the first grade students of SMP N 2 Tuntang in academic year 2012/2013?

2. How is the students' mastery on vocabulary after using *word wall* of the first grade students of SMP N 2 Tuntang in academic year 2012/2013?

C. The Objective of Study

The objective of the study is to find out us the following:

1. To know the process of teaching vocabulary by using *word wall* for the learners of the first grade students of SMP N 2 Tuntang in academic year 2012/2013.
2. To know the students' mastery on vocabulary after using *word wall* method of the first grade students of SMP N 2 Tuntang in academic year 2012/2013.

D. The Significance of Study

The researcher hopes that the result of this research can give information about the level of students' vocabulary mastery. And the researcher hopes that the research of the using of word wall in teaching and learning vocabulary will be useful for both, for the teachers, the students and the researchers.

1. For the Teachers

The positive result of this research can support the English teacher to apply this method in teaching learning vocabulary, and teachers can change their traditional methods in English teaching

especially in teaching vocabulary to the new methods that more interesting. They also can use the new methods for make students enjoy in teaching learning process and they are not confused anymore in choosing the appropriate method to students.

2. For the Students

The positive result of this research can support the students to improve the vocabulary mastery. Teaching vocabulary through *word wall* can make the students relax and fun in teaching learning process, because with this method students can improve their learning vocabulary mastery easily without any difficulties and they can get the fun.

3. For the researcher

The positive result of this research can support the researcher to enrich the method of vocabulary mastery and *word wall*. The researcher knows deeply about teaching vocabulary using *word wall*.

E. Limitation of the Problem

To avoid any misinterpretation of the problem, the writer would like to limit the scope of the study. The writer wants to know whether *word wall* can improve the students' vocabulary mastery. The material is limited to that is taught at first of junior high school in first semester.

F. Definition of Key Terms

The writer wants to clarify and explain the terms of the title to avoid the ambiguity in perception of some terms used in this study. The definition is as bellow:

1. Improving

Improving is the process of becoming or making to the better (Oxford University Press; 2003: 216). In other dictionary we can find the word improve which means to make better in quality or make more productive to become better (Webster; 1994: 487)

2. Students

Student is a person attending an educational institution, for example high school or college, one studying anything, one develop and systematic study (Grolier; 1974: 972)

3. Vocabulary Mastery

Vocabulary is list of words used in a book with definition or translation (Hornby; 1963: 1120). Mastery is great skill or knowledge (Handy learner's dictionary of American English, 2000: 252). Vocabulary mastery is the knowledge in understanding the words.

4. *Word Wall*

Word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool designed to promote group learning. A *word wall* consists of words that young children frequently see when reading

and use when writing. Each week words are added to help children appropriate spelling and sight word recognition skills. (<http://www.teachingfirst.net/wordwall.htm>) accessed on Thursday, 2nd January 2012.

G. Review of the Related Literature

Vocabulary is the most important component of a language power. In using the language, students who are rich in vocabulary will be successful in expression skills; speaking, reading, writing, and listening. But, one who is poor in vocabulary will get trouble in those skills. In a class, most of the students are passive because they do not know a lot of vocabularies. The English teachers must have a trick to take attention their students for more interesting in studying vocabulary and get motivation on it. So, they feel enjoyed in English.

The *word wall* technique is developed by Green (1993). Eyraud (2000: 2-11) have adapted Green's technique for a range of L2 instruction settings without sacrificing its commitment to vocabulary development. Furthermore, they have also developed several explicit instructional activities and game using the *word wall*. Using the vocabulary from the *word wall*, the teachers can create the game. (Fauziati; 2005: 165)

In this graduating paper, the writer takes review of related literature from the other graduating paper as comparison. The writer uses the other graduating paper, with the title is "*The Use of Realia to Improve Vocabulary Mastery (A Classroom Action Research in the Third Year*

Students of MI Nurul Azhar Terban Pabelan in the Academic Year 2010/2011” which has been researched by Nur Hidayah in 2011, the students of state Islamic Institute (STAIN) of Salatiga.

In this graduating paper, she focuses on the use of *realia* to improve the students’ vocabulary mastery. According to her, *realia* can improve students’ vocabulary mastery at the third year students of MI Nurul Azhar Terban Pabelan. She analyzed about the process of teaching vocabulary using *realia*, and does technique or model with using *realia* influence the improvement of students’ vocabulary mastery.

The other research was conducted by Zunita Widyasari in 2010, the students of state Islamic Institute (STAIN) of Salatiga entitled is “*The Use of Crossword Puzzle to Improve Vocabulary Mastery (A classroom Action Research of The First Year Students in MA Al Bidayah Candi Bandungan in the Academic Year 2009/2010).*”

In this graduating paper, she analyzed about *cross-word puzzle*. According to her, *cross-word puzzle* can improve students’ vocabulary mastery. She wants to know the process of teaching vocabulary though *cross-word puzzle*. The result of his research shows that using the *cross-word puzzle* in teaching vocabulary can improve the motivation and especially students’ vocabulary mastery.

H. Hypothesis

The researcher tries to determine the hypothesis of the research.

The hypothesis of the research is “*Word wall* will help students to improve their vocabulary.”

I. Research Paper Organization

This graduating paper will consist of five chapters. Each chapter will be discussed as follows:

Chapter I presents introduction, it is explain background of study, statement of the problem, the objective of study, the significant of the study, limitation of the problem, definition of key term, review of related literature, hypothesis, and research paper organization.

Chapter II describes theoretical review of teaching vocabulary. Firstly, theory about vocabulary, it presents the theory about vocabulary includes the definition of vocabulary, the importance of vocabulary mastery, the source of vocabulary, kinds of vocabulary, aspects of learning vocabulary, teaching vocabulary and testing vocabulary. Secondly, theory about *word wall* method. It explains the definition of *word wall*, how to make *word wall*, advantage and disadvantage using of *word wall* method.

Chapter III shows methodology of research, it discusses setting of research, subject of the study, the method of research, approach, procedure of research, technique of collecting data and technique of analysis data. The general situation of SMP N 2 Tuntang, it consists of situational of

educational building and the education condition of teacher and students of SMP N 2 Tuntang.

Chapter IV is the data analysis, it is consist of field note of cycle I and II and analysis between cycle I and cycle II.

Chapter V as the last part of this outline consists of closure which will be divided into two part, conclusion and suggestion. For the attachment there appendixes and bibliography.

CHAPTER II

THEORITICAL REVIEW OF TEACHING VOCABULARY

A. Teaching

Teaching shows somebody how to do so that they will be able to do it themselves, to give somebody information about particular subject, to help somebody learn something. (Hornby, 1995: 1225)

The profession of teaching especially at a school or college or university (*the freedictionary.com/teaching, Monday: 20.41*), accessed on September 30th, 2012.

B. Vocabulary

1. Definition Of Vocabulary

Based on *Oxford learner's pocket dictionary* (2003: 482), vocabulary is all the words that a person knows or uses, all the words in a language, list of their meanings especially in a book for learning a foreign language. Vocabulary is one of the most obvious components of language and one of first things applied linguists turned their attention (Harmer: 2001: 4). Vocabulary is list of words used in a book with definition of translation (Hornby; 1963: 120). Without words human being can't express their mind and they can't interest with others. Vocabulary was seen as an essential component in reading proficiency. It is one of important aspect of foreign language learning.

Derived from *The American Heritage Dictionary of the English Language* (2006: 1926) vocabulary has some meaning, such as:

- a. Vocabulary is all the words of language.
- b. Vocabulary is the sum of words used by, understood by, or at the command of a particular person or group.
- c. Vocabulary is a list of word and often phrases usually arranged alphabetically and defined or translated; a lexicon or glossary.
- d. Vocabulary is a supply of expressive means; a repertoire of communication: *a dancer's vocabulary of movement.*

In the writer's opinion, vocabulary is one aspect of language in which is important in learning language because vocabularies carry meaning which is used in communication. A vocabulary is defined as all the words known and used by a particular person. However, the words known and used by particular person do not constitute all the words. Learning vocabulary is one of the first steps of learning second language, because vocabulary is the basic material to master the four of language skill. Those are speaking, reading, writing, and listening. Without understanding the new words, the students will get the difficulties to studying English language.

2. The Importance of Vocabulary Mastery

Vocabulary is important in case, it could help the students to enjoy their classes. One who mastery enough vocabulary will find fewer difficulties than those who have fewer vocabularies.

Moreover, vocabulary has an important role in teaching learning process. According to Scrivener (1994: 75) in classroom there are five role of vocabulary, they are:

- a. Vocabulary is very important and needs to be dealt with systematically in its own right.
- b. We need to distinguish between vocabulary for productive use and for receptive recognition.
- c. The learner will be difficult to finish the work, if they have first met some new vocabulary.
- d. We need to deal not only with single word lexical items. But also with longer, multi word items.
- e. Training in the use of English-English dictionaries provides learners with a vital tool for self- study

It shows that how important vocabulary for the students in teaching learning process. If the students just have a little vocabulary the will be unable understand the question, the text of English. In addition, if the learners have a small vocabulary, they cannot have very much information or knowledge. Moreover, without the words

the learner cannot really understand fact or ideas. With the new ideas that the learners have meet, they will get new words.

3. The Source of Vocabulary

After we can master vocabulary well, we must improve our vocabulary. To improve vocabulary, we have to know, where the source of vocabulary is comes from. So, the student will be easier to learn English. Along with Harmer (2001: 56), there are some sources to learn vocabulary in teaching learning process, they are:

a. Word list

Word list is on economical way of organizing vocabulary for learning and it is does not matter a great deal if they are put together in a random way. The students can learn vocabulary wherever they are, because it is easy to bring.

b. Vocabulary book

It is also integrated into skills work, typically in the form of a pre-task or post-task vocabulary focus. There is many vocabulary and task in vocabulary book which can be an exercise for the students.

c. The teacher

The teacher is a potential fruitful source of vocabulary input not only in terms of in accidental learning, but also as a means of introducing vocabulary thought teacher talk.

d. Learner

Each learner can contribute to the shared class lexicon through activities as brainstorming. Learner can improve their vocabulary from other learner by discussion and sharing with their friends.

e. Short Text

Short text for vocabulary building purposes whether spoken or written have enormous advantages over learning words from lists.

From the statement above, we know that the teacher and learner have the great influence in improving the students' vocabulary. Teacher must help the students to improve the students' vocabulary, especially in teaching learning process. Teacher must make students feel enjoy in learning vocabulary. So they will be easier in remembering new vocabulary that they have gotten. With much vocabulary they will easier in communication with other and understanding what they have read. Therefore the students with poor vocabulary need to build their vocabulary.

4. Kinds of Vocabulary

According to Scrivener (1994: 74) an important consideration for teacher planning vocabulary work is the distinction between productive and receptive vocabulary. The clear differences between

productive and receptive vocabulary will be seen the function of the using vocabulary.

a. Productive Vocabulary

Usually productive vocabulary called active vocabulary. It is the words which are used in speaking and writing skill. Productive vocabulary is more difficult to be learned than receptive vocabulary. The learner must be able to choose the word which is appropriate with the situation. Therefore, the learner must be an extra effort to learn an active or productive vocabulary.

b. Receptive Vocabulary

Sometimes receptive vocabulary called passive vocabulary. It is the word which is used in reading and writing skill. Receptive vocabulary is the set of words that we recognize and understand, but tend not to use ourselves (Scrivener; 1994: 75). Learner's receptive vocabulary is useful in understanding what the learners have heard and what they have read. If the learner has much receptive vocabulary, they will understand what the text talking about.

Productive and receptive vocabularies are words that the students understand when they use in everyday situation. They can't produce it correctly in reading or listening. In contrast, productive and receptive vocabularies are the set of word that they understand, can

pronounce correctly and use constructively in speaking and writing.

Sometimes, vocabulary is easier aspect of a foreign language to learn but it hardly required formal attention in the classroom. The students are quickly to accept but they are quickly forgotten. Thonbury (2002: 24) said that the relevant to the subject of word learning are:

a. Repetition

The time-honored way of memorizing new material is through repeated rehearsal of the material while it is still in working memory.

b. Pacing

Learners have different learning styles and process data at different rates, so ideally they should be begin the opportunity to pace their own rehearsal activities. This may mean the teacher allowing time during vocabulary learning for learners to do memory work.

c. Imaging

Best of all were subject who were given the task of silently visualizing a mental picture to go with a new word. Other tests have shown that easily visualized words are more memorable than words that don't immediately evoke a picture.

d. Motivation

Simply wanting to learn new words is no guarantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory.

e. Attention

Contrary to popular belief, you can't improve your vocabulary in your sleep, simply by listening to a tape. Some degree of conscious attention is required. A very high degree of attention (called arousal) seems to correlate with improved recall.

In the writer's opinion the best way to improve memories is repeating gradually, give more attention to new words and practicing in life day activities. In addition, memory of new words can be reinforced if they are used to express personally relevant meanings.

5. Aspects of Learning Vocabulary

a. Word Classification

Terms used to classify words based on their functional categories are called parts of speech, (Harmer; 1998: 36) which includes as follows:

1) Noun

Noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Example: *man, city, book, sense, walking stick, and town hall*. A noun can be made by adding *-ist* or *-ism* to the noun or by adding *-ion, -ment, -er*, to the verb or by adding *-ness, -ity*, to the adjective (Mc Carthy; 1994: 16). For example: *happy (adjective) – happiness (noun)*.

The types of noun are:

a) Countable noun

Countable noun is a noun with both a singular and a plural form, and it names anything that can count. It is the opposite of uncountable nouns and collective nouns (Harmer; 1998: 36).

For example: *Seven mountains, an apple, and some mangoes*.

b) Uncountable nouns

Uncountable noun is a noun which does not have a plural form, and which refers to something that could (would) not count (Harmer; 1998: 36).

For example: *Some sugar, a little snow, much hair, and little meat*.

c) Proper noun

Proper noun is a noun that wrote with capital letter, since the name of a specific person, place, or thing. The names of day of the week, months, historical documents, institution, organization, their holy texts and their adherents are proper nouns (Thomson, 1986: 24).

For example: *France, Madrid, Harold, Tom,*

d) Common noun

Common noun is a noun referring to a person, place, or thing in a general sense; usually we should write it with it with a capital letter only when it begins a sentence (Thomson; 1986: 24).

For example: *dog, man, and table.*

e) Concrete noun

Concrete noun is a noun which names anything (or anyone) that can perceive through physical senses: touch, sight, taste, hearing, or smell. A concrete noun is the opposite of abstract noun (Thomson; 1986: 29).

For example: *chair, table, and car.*

f) Abstract noun

Abstract noun is noun which names anything which can not perceive through five physical senses, and is the opposite of a concrete noun (Thomson; 1986: 29).

For example: *spirit, happiness, sadness*.

g) Collective noun

Collective noun is a noun which describes groups, organization, animals or person. A collective noun is similar to an uncountable noun, and is roughly the opposite of a countable noun (Harmer, 1998: 38).

For example: *family, class, team, and committee*.

h) Noun plural

Most nouns change their form to indicate number by adding *-s* or *-es* (Thomson; 1986: 25).

For example: *three books, two babies*.

2) Verb

Verb is a word (or group of word) which is used in describing an action experience or state. There are three important types of verb to be aware of auxiliary, main, and phrasal verbs, transitive and intransitive, and regular and irregular.

a) Auxiliary verbs

These are “be, do, have and the modal auxiliary verbs (shall, should, will, would, can, could, may, might, must or ought, to)”. They are used with main verbs in affirmative, negative and question formation (Harmer; 1998: 38).

For example:

- *We are staying at our friend's house.*
- *We can't afford to pay for a hotel.*

b) Main verb

These carry the main meaning (Harmer; 1998: 39).

For example:

- *She arrived at six o'clock.*
- *He wrote a poem to his girls' friends.*

c) Phrasal verb

These are formed by adding an adverb or a preposition (an adverb and a preposition) to a verb to create new meaning (Harmer; 1998: 39).

For example:

- *I will just look over the plants before we start.*
- *Can we put off the wedding till after the funeral?*

d) Transitive and intransitive

1. A transitive verb needs a direct object to complete its meaning or it can't stand alone.

For example: *the plants need water.*

2. An intransitive verb can stand alone in the predicate because its meaning is complete.

For example: the plant grows.

e) Regular and irregular verb

1. Regular verbs are formed by adding (-ed): call-called, arrive-arrived etc.

For example: *Susi called the doctor yesterday.*

2. Irregular verbs change completely in the past tense: go, went, gone.

For example: Jack went to the school by bus yesterday.

3) Pronoun

Pronoun is word that used in place of a noun or noun phrase. There are three basic types of pronoun:

Figure 2.1: Types of Pronoun

Subject	Object	Reflexive	Possessive
I	Me	Myself	Mine
You	You	Yourself	Yours
He	Him	Himself	His
She	Her	Herself	Hers
It	It	Itself	Its
We	Us	Ourselves	Ours
You	You	Yourselves	Yours
They	Them	Themselves	Theirs

Source: Jeremy Harmer (1998)

4) Adjective

An adjective is a word that gives more information about a noun or pronoun. They can have many forms and be used before and after nouns (Harmer; 1998: 43). An adjective can be made by adding *-ful* to the noun or by adding *-ive*, *-ing*, *-ed*, *-able*, *-less* to the verb (McCarthy; 1994: 17), for example: *exhaust (verb) – exhausted (adjective)*.

According to Thomson (1986: 33), there are kinds of adjective:

- a. Demonstrative : (this, that, these, those)
- b. Distributive: (each, every, either, neither)
- c. Quantitative: (some, any, no, little/few, much, etc)
- d. Interrogative: (which, what, whose)
- e. Possessive: (my, your, his, her, its, our, your, their)
- f. Of quality: (clever, dry, fast, golden, good, heavy)

5) Adverb

Adverb is a word (a group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence. It can be of time ('early', 'late', 'yesterday morning'), manner ('well, quickly, fiercely') place ('Cambridge, country, village') and frequency ('always, never, often, everyday etc), purpose. Adverb usually appears at the end of sentence (Thomson; 1986: 44). An adverb is normally made by adding the suffix *-ly* to the adjective, for example: *quick (adjective) – quickly (adverb)*.

For example:

- *I live in Cambridge.*
- *He often smiles to me.*

6) Preposition

Preposition is a word (or group of words) which is used to show the way in which other words are connected. Preposition “at, in, on, of, with etc” usually come before a noun but also come at the end of a clause with certain structures (Harmer; 1998: 44).

For example:

- *The book's on the self.*

7) Conjunction

Conjunction is a word that connects sentences, phrases or clauses (Harmer; 1998: 45).

For example:

- *Nicky said good night and walked out of the house with a heavy heart.*

b. Word Meaning

Word meaning can be divide be as follow:

1) Synonym

Synonyms are words that share a similar meaning (Schott Thronbury; 2002: 9).

For example: *old-ancient, begin-star, and taxi-cab.*

2) Antonym

Antonyms are words with opposite meanings (Schott Thronbury; 2002: 9).

For example: *old* > < *new*, *close* > < *open*.

3) Homonym

Homonyms are words that share the same form but have unrelated meanings (McCarthy; 1990: 22).

For example: *see=sea*, *peace=piece*, *our-hour*.

6. Teaching Vocabulary

According to Fauziati (2002: 155-158) vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively. So, it is important to students to master four language skills that are reading, speaking, listening and writing. Having a limited vocabulary is also a barrier that precludes learners to learning a foreign language. When they do not know how to enrich their vocabulary, for example, they often gradually lose interest learning. Usually some teachers use the Grammar Translation Method or Direct Method to teaching vocabulary.

The status of vocabulary within the curriculum and the attitude of foreign language teachers toward vocabulary instruction have varied considerably over the year. The principle focus of language teaching has considerably enhanced. In the early stages of learning and using a second language one is better served by vocabulary than grammar.

7. Testing Vocabulary

Testing in simple term is a number measuring a persons' ability, knowledge, or performance in a given domain. (Brown; 2004: 3). Along with Harlod S. Madsen (1983; 12) the purpose of vocabulary test is measure the comprehension and productive of word used in speaking and writing. There are four general kinds of vocabulary test as following:

a. Limited Response

Limited response is for beginner. These test items require either a simple physical action like pointing at something or very simple verbal answer such as "yes" or "no" (Madsen; 1983: 14-16).

b. Multiple Choice Completion

Multiple choice completions is a test in which a sentence with a missing word is presented, students choose one of four vocabulary items given to complete the sentence (Madsen; 1983: 16-23).

c. Multiple Choice Paraphrase

Multiple choice paraphrases is a test in which a sentence with one word underlined is given. Students choose which of four words in the closest in meaning to the underlined items (Madsen; 1983: 24-27).

d. Simple Completion (Words)

Simple completion has students write in the missing part of words that appear in the sentence (Madsen; 1983: 27-30).

C. *Word Wall* as Media of Teaching Vocabulary

In the curriculum of Junior High School, English is one of major lesson. Generally, teaching and learning process in Junior High School is lack of facilities. There is no available teaching aid in the school, especially in Junior High School. Therefore it can be use as one of media. In order to get better understanding of *word wall* method, the writer is going to explain it in the following:

(<http://www.teachingfirst.net/wordwall.htm>) accessed on Thursday, 2nd January 2012.

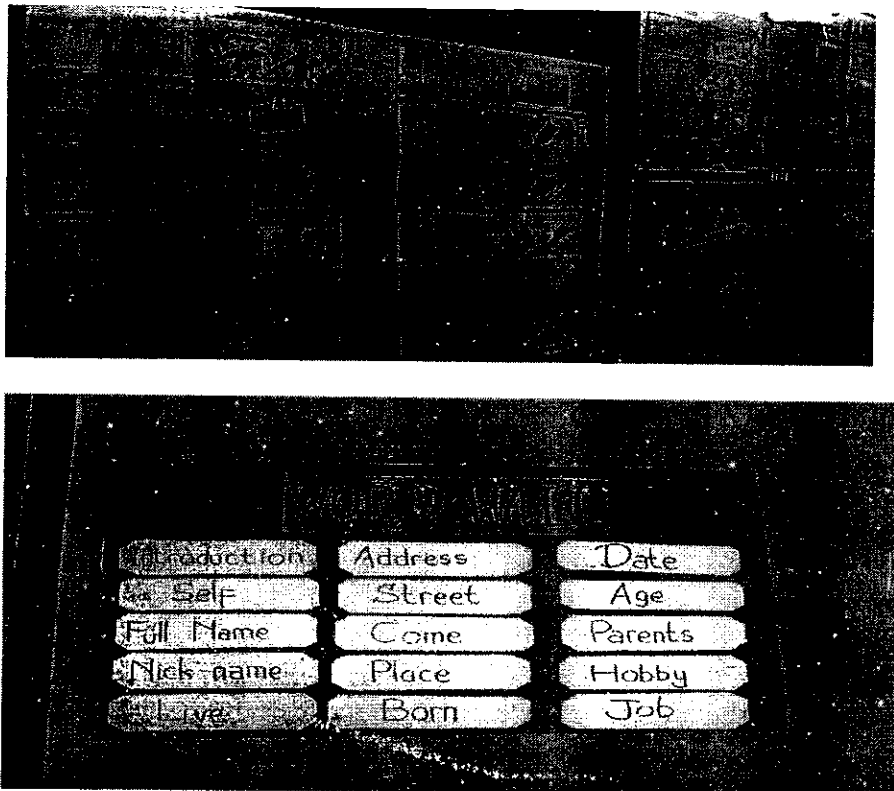
1. The Definition of *Word Wall*

The definition of *word wall* is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool designed to promote group learning.

Regarding to the definition above, *word wall* is a systematically collection of words in large letter and placed in the classroom wall. It is a tool to use, not just display. This media can be designed to improve learning and group activities that can involve students in the making process and usage activity. By using *word wall* method, is

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

Figure 2.1 *Word wall* sample



2. How to create a *word wall*?

There are several ways to make *word wall* efficient, practical and easy to remember. *Word wall* is interactive media in the classroom to support the learning of listening, speaking, reading and writing.

The steps to make a *word wall*:

- a. Use the favorite words that most appropriate on particular theme, so they are easy to remember.

- b. Create these words in a variety of forms that will be more interesting for students.
- c. Make it useful by often using these words in a variety of activities such as, listening, speaking, reading or writing
- d. Make it easy to see, to write a script which is large and placed on a wall in the classroom.

In creating this media, the researcher determines the key words related to the theme and write a script in large letter on a paper as much as, so it possible can be seen clearly by all students in the class. The key words can be adjectives, nouns, verb, or adverb which is customized with themes that will be studied.

For the next stage teachers can collaborate with students in making the *word wall*. The students asked to create a collection of vocabulary words on a piece of cardboard that relate to the theme of learning. After that, collected and selected the words are most appropriate with the theme that will be taught. All of student work then collected as the student portfolio and assessed.

3. Advantage and Disadvantage Using of *Word Wall* Method

- a. Advantages using *word wall* method:
 - 1) It helps to remember the words.
 - 2) It helps to improve the spellings.
 - 3) Create interactive learning and communicative.

4) The students were impressed and excited during the learning process.

5) It can increase group learning activities

b. Disadvantage of using *word wall*:

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

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Method

1. Setting of Research

This research was carried out at SMP N 2 Tuntang. It is located at Mertokusumo street no 12 Candirejo, Tuntang, Central Java province. The location of this school is in close of street. SMP N 2 Tuntang has 7 class groups, of first year. The students are from various areas with various level economic families. Most of the students have the difficulties in vocabulary score and they have under average ability. The classroom action research was done in VII F.

2. The subject of the Study

a. Population

Population is all members of the research subject. (Suharsimi; 2006: 130). Population is all individuals from whom the data collected. The research takes population is the first grade students of SMP N 2 Tuntang, in academic year 2012/2013.

b. Sample

Sample is part of population representative which written. (Suharsimi; 2006: 131). The sampling technique of the research is classical random sampling, in which an every member of the population has the same opportunity to be the sample of the

research. In this research the writer takes one class of the sample on the first students of SMP N 2 Tuntang. There are 34 students in VII F.

3. The Methods of Research

The research method that is used in this study is classroom action research. Classroom action research begins with a question about classroom experience, issues and challenging. It is a reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve the students' achievement in teaching learning process. The writer as researcher and her partner as an observer note all of the process in learning activities.

According to Arikunto (2006:2) classroom action research is coming from three words they are: research, action, and class. Research is an activity to find out accuracy some object using methodology which interest and important for the writer. Action is some activities deliberately done by having several aims, in the research in form activities cycles. Class is a group of students in same time, have some lesson from teacher.

According to Ebbut, Classroom Action Research is about the systematic study of attempts to improve educational practical actions and by means of their own reflection upon the effects of that action (in Hopkin; 1993).

From the definition above, the writer concludes that classroom action research that done by the in teaching learning process to know the situation of students when they are teaching learning process.

The researcher used classroom action research because of some reasons. Beside to find out the extent of using the *word wall* toward the improvement of students vocabulary mastery, also to describe the process of teaching vocabulary using *word wall*.

4. Approach

An approach that will be done by the writer as primary approach is quantitative approach to calculate score of students. The secondary approach is descriptive approach. Descriptive is describing how a technique of learning is applied and how the result can be reached (Mukhlis; 2000: 57).

5. The Procedure of Research

This study applying classroom action research, according to Kemmis (in Hopkins: 1985) Action Research along with the major steps of planning, action, observation and reflection before revising the plan, they are:

a. Planning

The researcher prepared some instruments which is support in teaching learning process, they are:

- Preparing material, making lesson plan, and designing the steps in doing action.

- Preparing sheets for classroom observation
- Preparing pre test and post test items

b. Action

The researcher implemented the Classroom Action Research with the activities below:

- Giving pre test
- Explains the material
- Teaching vocabulary using word wall
- Giving occasion to the students to ask any difficulties or problem.
- Giving post test

c. Observation

Observation is one of the instruments in collecting data. As a scientific method, observation can be systematically used to observe and note the phenomena investigated like the students' feeling, thinking, and something they do in teaching learning process. So the researcher will observe the students by analyzing the result of field note which is made by the partner of researcher. Moreover the researcher will analyze the result of pre test and post test to know whether the students' vocabulary improves or not.

d. Reflection

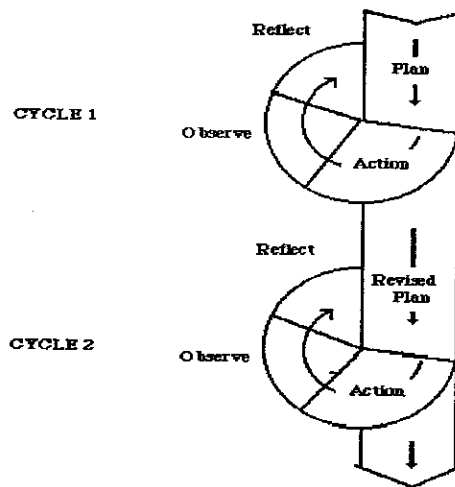
Reflecting is an activity in expressing of experience that have by teacher as the self-evaluation. After the researcher has

accomplished analyzing the observation, the researcher will plan the next cycle. If the researcher find problems in the first cycle, she will try to solve the problem in the next cycle.

6. The Model of Research

The model which is used in implementation of this research as follow:

Figure 3.1: Action Research Protocol



Source: Kemmis in Hopkins (1985)

7. The Technique of Collecting Data

a. Test

Test is a number measuring a person ability, knowledge, or performance in a given domain (Brown, 2004: 3). To get the data, the writer does the test that consists of pre test and post test. The function of pre test is to know how far the vocabulary mastery of the students is before they use of *word wall*. And the function of post test is to know the increasing of vocabulary mastery after they

have use *word wall*. Pre and post test are to knowing the differences of the students' ability before and after the teacher use the method.

b. Document

The researcher needs documentation to know about the situation school students. Documentation includes not only the official organizational papers, reports, brochures but also the more work-a-day, work plans, and materials.

c. Observation

Besides doing the test, the researcher will do class observation. Observation is more than just looking and seeing. The task of observation is to be able to represent a social scene in a way which is recognizable to the actors involved, is considered valid and a true representation of their action. Observation has an important role not only for classroom research but also more generally for supporting the professional growth of teachers and in the process of school development.

d. Field Note

Field note refer to various note recorded by scientist during or after their observation of a specific phenomenon they are studying.

8. Technique of Data Analysis

After collecting the data, the next step of study is analyzing the

data. There are two ways to analyze the data, they are:

a. Descriptive technique

A descriptive technique is used to know the students behavior during the teaching learning process. In descriptive technique, the researcher analyzes the observation sheet which has been made by her partner.

b. Statistical technique

Statistical technique is used to know is there any improvement to the student's vocabulary or no from the result of pre-test and post-test. This research is calculated by Deviation Standard using SPSS 16.00 windows program.

B. The General Information of SMP N 2 Tuntang

This classroom action research was done at SMP N 2 Tuntang. It is located at Jl. Mertokusumo. Candirejo, Tuntang Sub-district, Semarang Regency, 50773, Phone (0298) 3418143. This research has been done from July until August. This location is strategic, because near the main street. SMP N 2 Tuntang has a building for learning process. Moreover the situation of SMP N 2 Tuntang is follow:

a. Situation of Educational Building

Table 3.1
Educational Facilities and Tools in SMP N 2 Tuntang

No.	The kind of room	Total	Condition
a.	Classroom	18	Good
b.	Administration room	1	Good
c.	Healthy room	1	Good

d.	Headmaster room	1	Good
e.	Teacher room	1	Good
f.	Mosque	1	Good
g.	Toilet	14	Good
h.	Science lab	1	Good
i.	Computer lab	1	Good
j.	OSIS room	1	Good
k.	Cooperation shop	1	Good
l.	Library	1	Good

Source: SMP N 2 Tuntang; 2012

b. Situation of the Teachers

Teacher is someone who transfers knowledge for the students. They transfer some materials and skills during the learning teaching process. They facilitate the students to get their talent. Therefore, the teacher is important in teaching learning process. The situation of teacher in SMP N 2 Tuntang as follow:

Table 3.2
The Situation of the Teachers of SMP N 2 Tuntang

No	Name	Position
1.	Tjatur Prasetyawati, S.Pd	Teacher of English Language
2.	Sakri Budi Joewono, S.Pd	Teacher of Science
3.	Rochani, S.Ag	Teacher of Religion
4.	Didik Budi Jatmiko, S.Pd	Teacher of English Language
5.	Sutrisni, Spd	Teacher of Socials
6.	Dra. Ardina Novianti	Teacher of Socials
7.	Suhartatie, S.Pd	Teacher of Art and Culture
8.	Dra. Ch. Triningrum	Teacher of Socials
9.	Dra. Retno Haryanti W.W	Teacher of Socials
10	Selamat Pujiono, S.Pd	Teacher of Matemathics
11	Dinar Efisanti, S.Pd	Teacher of Indonesian Language
12	Elly Murtiningsih, S.Pd	Teacher of Counseling
13	Andri Irawati, S.Pd	Teacher of Matemathics
14	Siti Khaeroh, S.Pd	Teacher of Indonesian Language
15	Dra. As'adiyah	Teacher of Counseling
16	Tri Muah, S.Pd	Teacher of Matemathics
17	Pujiyati, S.Pd	Teacher of Indonesian Language

18	Drs. Hari Latiana	Teacher of Science
19	Retno Murdanangsih, S.Pd.Kn	Teacher of Moral Education
20	Edij Kismantoro, S.Pd	Teacher of Art and Culture
21	Iwan Irvani, S.Pd	Teacher of Sport
22	Dra.Heny Ratna Yuliana R	Teacher of English Language
23	Eny Budi Rahayu	Teacher of English Language
24	L.Sulistiyowati,S.Pd	Teacher of Information and Communication Technology
25	Yubaidi, S.Kom	Teacher of Information and Communication Technology

Source: SMP N 2 Tuntang: 2012

C. Data of Students Vocabulary Mastery

Table 3.3
The Situation of the Students' Vocabulary Mastery

No	Name	Gender
1.	Afi Agustina	Female
2.	Agus Mustain	Male
3.	Ahmad Iksani	Male
4.	Ajung Gigih Budiyanto	Male
5.	Ani Afunafi	Female
6.	Arbak Ragil Setiawan	Male
7.	Ati'ul Karimah	Female
8.	Aulia Safitri	Female
9.	Diva Rizki Saputra	Male
10.	Heri Setiawan	Male
11.	Iffa Latifa	Female
12.	Ilham Wibowo	Male
13.	Indria Hanitasari	Female
14.	Laila Nur Antari	Female
15.	Muhammad Aji Saputra	Male
16.	Muhammad Khoirul	Male
17.	Muhammad Misroni	Male
18.	Muhammad Nur	Male
19.	Muhammad Saifuddin	Male
20.	Nanda Karisma	Male
21.	Naumi Fitriana	Female
2.2	Nupitasari	Female
23.	Nurhana	Female
24.	Putri Abi Sahara	Female
25.	Ricky Zanuar	Male

26.	Rikki Prasmadani	Female
27.	Ririn Fitria Angelina	Female
28.	Rizki Indra Setiawan	Male
29.	Septi Nur Handayani	Female
30.	Siti Nurhayati	Female
31.	Sri Haryani	Female
32.	Suryo Wicaksono	Male
33.	Tri Nurohmah	Female
34.	Yoga Avifudin	Male

Source: SMP N 2 Tuntang: 2012

CHAPTER IV

IMPLEMENTATION OF THE RESEARCH

In this research, the writer analyzed data collected from thirty four students of the first grade of SMP N 2 Tuntang in academic year 2012/2013. The data consists of pre-test, post-test and field note. The data of pre-test and post-test show the improvement of the students' achievement in vocabulary. Field note show the students' behavior in teaching and learning process.

A. Field Note

In this research, the writer acts as the teacher and observer. At this point, the researcher and her partner have arranged two cycles. In every cycle, the steps are: planning, acting, observing and reflecting. The whole steps of this research are explained in the description bellow:

1. Cycle 1

1) Planning

Before conducting the research, the writer prepared the instruments of the research, there are as follows:

a) Lesson plan

Lesson plan as a guide for teacher's activities in class, so teaching and learning process can be controlled.

b) Material

In the first cycle, the writer used topic about "introduction

myself". She used several books as a resource.

c) Teaching aid (*word wall*)

The writer prepared some instrument, such as: worksheet, board maker and *word wall*. *Word wall* is used in teaching vocabulary. This case consists of the vocabulary related to the material being taught to help students remember new vocabulary encountered.

d) Sheet for classroom observation.

Sheet for classroom observation was prepared in order to know the condition of teaching learning process.

e) Test (pre-test and post-test).

Pre test is the test that is given to the students before the teaching learning process by *word wall*. Post test is the test in which be given to the students after teaching learning process by *word wall*.

2) The Implementation of the Action

On Wednesday, 25th July 2012 the teacher (the writer) begin to practice the lesson plan.

The teacher entered to the English class, and then she opened the lesson by introducing herself and checks the student's presents. In the first meeting the teacher explained some information about activities that would be done and introduced the mode of presentation

in studying vocabulary by using *word wall*. Before starting the lesson, the teacher gave pre-test for about 20 minutes.

The teacher divided the worksheet and walked around the class in order to check the students along doing the test. Actually, she found that most of students were confused, but several students could do well. When pre-test going on, the students still often asked vocabulary to the teacher and also had a small discussion with other friends to know the meaning of the question. After the students had finished the pre-test, she collected and began the teaching and learning process.

The teacher told the student about the topic that day. The topic was introduction, and then the teacher asked to the students about introduction. However, most of students just keep silence. Suddenly there was one student answered that *introduction* is *perkenalan*. Then the teacher told the students: “*Okay students, now we will study about introduction. Siapa yang di SD sudah mendapatkan materi tentang perkenalan sebelumnya? (Who have got the material in elementary school about introduction before?)*”. And there are many students who have received material before. But, there are 4 to 5 students who had never met with this material. Then the teacher explained about the material.

When the teacher explained some materials related to the introduction, all of the students are silent and pay attention to the teacher. Then the teacher asked to the students: “*Apakah kalian paham*

dengan penjelasan saya? (Do you understand with my explanation?)”

There were no more ten students who can understand the teacher's explanation, they said: *“Yes Mom.”* The others students just complained: *“Wah bu saya belum paham. (Sorry, I do not understand Mom)”* After that the teacher repeated their explanation until all of the students can understand clearly.

Because of *Ramadhan*, time of teaching and learning process was shortened. The teacher continued the meeting in the following day, 27th July 2012 in which the teaching and learning process run as follow:

In the morning, the teacher entered the class. She asked to the students whether the students still remember about material yesterday. Most of the students answered: *“Ya bu, masih ingat sedikit-sedikit. (Yes Mom, I still little remembered.)”* Then the teacher gave the dialogue to the students and discussed together. Being at the time, the teacher asked the students to find some words related with theme. The teacher gave time for students to think. All of students then kept silent, and tried to find some vocabulary. Therefore, the teacher said: *“For students who already know the answers, please raise your hand and then I will choose who will answer, do you understand?”* Students answered together. Most students tried to write their answer on the white board.

There were more than twenty vocabularies on the board. Then the teacher selected some vocabularies that often discussed on introduction material, such as: *perkenalan, nama lengkap, nama*

panggilan, tinggal, alamat, usia, lahir, tempat, tanggal, kegemaran, orang tua, cita-cita. The teacher gave opportunity for the students to translate in English. The teacher said: *"Please translate in English and for whom already know, please write down on the board."* After the student has finished in translating all the words, the teacher corrected student work. Most of students noted the related word in their book.

"I have arranged these words in the form of word wall. And I have made three copies to be posted on the classroom walls to help you remember new vocabulary that you have received. Do you understand what I mean?" teacher said. Some students just shook his head and the teacher repeated her explanation in the Indonesian language. Later than the *word wall* was placed on the wall, the teacher asked the students to read some words on *word wall* after the teacher read. She said, *"Repeat after me, in-tro-duc-tion."* Then the students said, *"in-tro-duc-tion"*. After all the words have been read, the teacher asked the students to memorize.

Post-test given by the teacher on 28th July after she repeated the student's memory about introduction and some words on *word wall*. Post-test is done for about 20 minutes. In the end of meeting the teachers asked what was the difficulty in remembering vocabulary using *word wall*.

3) Observation

In the first meeting, the researcher and observer (collaborator) observed teaching learning process by monitoring the student's activity and attention during the action. The writer can see that the students still difficult to know the meaning of vocabulary. It could be seen for the student's attitudes that were confused when the teacher explained about material. It showed that the students have less vocabulary. Moreover, the students were not familiar with the new teacher and the English lesson. So, many students were silence in the class, only several students who have answered the teacher's question and gave feedback.

Furthermore, to know there is a significant improvement of vocabulary, the writer analyze by using t-test calculation from the result of pre-test and post-test. Before analyzing t-test, the researcher shows the data presentation of pre-test and post-test.

a. The score of pre-test and post-test in cycle I

Table 4.1

The result of pre-test and post-test in cycle I

No	Name	Pre-test I (X)	Post-Test I (Y)
1.	Afi Agustina	6	9
2.	Agus Mustain	7	9
3.	Ahmad Iksani	6	8
4.	Ajung Gigih Budiyanto	7	9
5.	Ani Afunafi	6	8
6.	Arbak Ragil Setiawan	4	5
7.	Ati'ul Karimah	6	8

8.	Aulia Safitri	6	8
9.	Diva Rizki Saputra	7	9
10.	Heri Setiawan	6	8
11.	Iffa Latifa	7	9
12.	Ilham Wibowo	7	9
13.	Indria Hanitasari	6	5
14.	Laila Nur Antari	7	9
15.	Muhammad Aji Saputra	5	8
16.	Muhammad Khoirul	3	5
17.	Muhammad Misroni	5	5
18.	Muhammad Nur	6	7
19.	Muhammad Saifuddin	5	8
20.	Nanda Karisma	5	4
21.	Naumi Fitriana	7	9
2.2	Nupitasari	6	8
23.	Nurhana	7	8
24.	Putri Abi Sahara	6	8
25.	Ricky Zanuar	5	7
26.	Rikki Prasmadani	6	8
27.	Ririn Fitria Angelina	6	7
28.	Rizki Indra Setiawan	3	6
29.	Septi Nur Handayani	5	7
30.	Siti Nurhayati	6	4
31.	Sri Haryani	6	8
32.	Suryo Wicaksono	5	7
33.	Tri Nurohmah	5	7
34.	Yoga Avifudin	6	9
$\Sigma=$		202	253

Source: Author Data: 2012

Then the writer calculates the deviation standard by using SPSS

16.00 windows program. It can be shown as follows:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre_Test	34	3	7	5.76	1.046
Post_Test	34	4	9	7.44	1.521
Valid N (listwise)	34				

From the table above can be seen that the mean of pre-test and post-test in cycle I is 5,76 with deviation standard 1,046. Based on the normal curve the writer concludes that 68% student's score are 4 until 7. While mean post-test in cycle I is 7,44 with deviation standard 1,521. So, the writer concludes 68% student's score are 6 until 9.

4. Reflection

After analyzing the result of action in cycle I, the teacher (writer) and observer can conclude that the teacher should give brief explanation about the function of *word wall* to memorize vocabulary because some students assume that word wall only wall decoration. The teacher asks students to use the *word wall* as a tool to memorize new vocabulary that can be seen at any time. The teacher's expectations, understanding of the vocabulary will increase without depending on using of a dictionary or even the meaning of the word given by the teacher.

However, they are less interested at the early meeting especially when the teacher gives pre-test to them. They are not ready when the teacher comes and begin this lesson, and there are some students who are noisy, but they can also answer and remember vocabulary well

Cycle I also shows that the students can improve their vocabulary scores with the averages of post-test 7,44 it is better than averages of pre-test 5,76. The researcher also calculates the standardized of score

(kriteria ketuntasan minimal) in score 7. The result of post-test shows that students who complete the standardized is more than in pre-test. In pre-test there are 26 students who still have the score less than 7 and in post-test there are 7 students who have the score less than 7.

Therefore in the next cycle, the researcher gives motivation to the students in order to get better score in pre-test and post-test. It is important to continue to the next cycle. The second cycle is carried out as follow up.

2. Cycle II

Based on the result of cycle I, it necessary for the teacher to continue the next cycle:

1) Planning

The activities are prepared:

- a) Lesson plan as a guide for teacher, activities in the class, so teaching and learning process can be controlled.
- b) Material (introducing others)
- c) Teaching aids (*word wall*)
- d) Sheet for classroom observation.
- e) Test (pre-test and post-test)

2) The implementation of the action

On Wednesday, 1st August 2012 the teacher entered her English class to continue the previous meeting. She reviewed some difficulties

words that most of students did not understand. The teacher asked the students to repeat the vocabularies on the previous *word wall*. Before the lesson, she gave pre-test for the students and gave 20 minutes time to finish it. After pre-test, the teacher began to teach. The situation is follow:

“Okay students, today we will continue our lesson. Yesterday we have learned about how to introduce ousself, now we will discuss about introducing others. Are you ready?” the teacher said. Then the students answered together. After that, the teacher explained some language expression related with introducing others. To make the students clearer, the teacher gave an example dialog about this material. *“Tolong salah satu dari kalian, bacakan dialog ini. (Please one of you, read this dialogue.)”* the teacher said. Several students were asked to read then the teacher told the meaning of dialog. *“Okay students, have you understand the material today?”* The teacher said. *“Yes Miss”*, the students answered.

The teacher continued the meeting in the next meeting on Friday 3rd August 2012 because the time was up. The situation is follow:

In the morning, the teacher entered the class. She told the students: *“Hari ini kita masih belajar tentang introduction tapi dalam bentuk kelompok. (Today, we are still study about introduction but in group.)”* There is one of student asked the teacher, *“Buat word wall ya bu? (Should we create the word wall Miss?)”* Then the teacher

answered, *“Right, we will create the word wall about introducing other’s material. Before it, I would like to ask you, do you still remember about material that is discussed yesterday and the vocabulary relate with the material?”* the teacher said. Several students answered, *“Of course Miss”*.

“Now, I will divide you into three groups each group consists of ten to eleven students. Choose your member!” The teacher said. Then the students found their members. After it, the students explained what should be done by students. *“Each of the group, you must find fifteen until twenty vocabularies relate with introduce material. Misalnya, hal-hal yang sering dibicarakan pada waktu memperkenalkan orang, alamat contohnya. (For example, something is often being discussed at the time of introducing other, address for example or anything else. Do you understand?)”* The students answered that they are not understand. So, the teacher repeated her explanation again to understand the students who still confused. After the students understood, they arranged several vocabularies on word wall.

When the students created the *word wall*, the teacher walked around the classroom to monitoring the student’s activity. At the time, more than a few students asked the teacher what the meaning of some vocabularies in English, *“Bu, bahasa Inggrisnya tetangga apa? (Miss, what the meaning of tetangga in English?)”* Then the teacher answered, *“Neighbor. Okay, all of you repeat after me, neigh-bor.”* Then the

students said together. This activity repeated several times for some vocabulary such as: classmate, glasses, slim, rich and etc. After the students completed the preparation of *word wall*, the teacher asked students to put their *word wall* in the classroom wall and discussed together. *“Baik anak-anak, hari ini cukup. Saya harap metode word wall ini bisa meningkatkan dan membantu mengingat kosakata baru. (Okay students, today is enough. I hope this method can improve your vocabulary and help you in remembering several new vocabularies.)”*

The teacher gave the students post-test on 4th August 2012 and she gave time to doing it for about 20 minutes. Having finishing post-test, students submitted their post-test to the teacher. Because at the time English lesson is in the last time, before students took arrest so the teacher asked them to mention about words that they got until time was up.

3) Observation

In the second cycle, the teacher and observer (collaborator) carried out the implementation of the action. The teacher has new topic, almost all of the students very enjoy and enthusiasm for the lesson. The students could answer the question from the teacher although there was mistake that student done. Many students still have the problem in their spelling. But, it did not matter, they still happy and enjoyed with the activity.

The teacher was monitoring and helped the students when they got difficulties. The teacher tried to activate the students who still quite in group activities and asked them to find the words and to mention the meaning of the words. This cycle was interesting and enjoy.

By observing the teaching and learning process in meeting I and II the teacher concludes that the *word wall* can improve the student's vocabulary. The improvement can be seen through the result of activity from cycle I and cycle II.

a. The score of pre-test and post-test in cycle I

Table 4.2

The result of pre-test and post-test in cycle II

No.	Nama	Pre-test I	Post-test II
1.	Afi Agustina	6	8
2.	Agus Mustain	6	7
3.	Ahmad Iksani	7	9
4.	Ajung Gigih Budiyanto	7	8
5.	Ani Afunafi	6	9
6.	Arbak Ragil Setiawan	7	9
7.	Ati'ul Karimah	6	8
8.	Aulia Safitri	7	9
9.	Diva Rizki Saputra	6	8
10.	Heri Setiawan	7	8
11.	Iffa Latifa	7	8
12.	Ilham Wibowo	8	10
13.	Indria Hanitasari	7	9
14.	Laila Nur Antari	5	7
15.	Muhammad Aji Saputra	6	7
16.	Muhammad Khoirul	6	8
17.	Muhammad Misoni	8	10
18.	Muhammad Nur	7	8
19.	Muhammad Saifuddin	8	8
20.	Nanda Karisma	5	7

21.	Naumi Fitriana	8	9
22.	Nupitasari	8	10
23.	Nurhana	7	9
24.	Putri Abi Sahara	8	10
25.	Ricky Zanuar	4	7
26.	Rikki Prasmadani	6	8
27.	Ririn Fitria Angelina	7	10
28.	Rizki Indra Setiawan	6	8
29.	Septi Nur Handayani	8	9
30.	Siti Nurhayati	4	7
31.	Sri Haryani	6	8
32.	Suryo Wicaksono	5	7
33.	Tri Nurohmah	7	9
34.	Yoga Avifudin	7	8
$\Sigma=$		223	285

Source: Author Data: 2012

Compared with cycle I, the results of post-test and pre-test also increase in cycle II. The writer calculates the deviation standard by using SPSS 16.00 windows program. It can be shown as follows:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre_Test	34	4	8	6.56	1.106
Post_Test	34	7	10	8.35	0.981
Valid N (listwise)	34				

From the table above can be seen that the mean of pre-test in cycle II is 6,56 with deviation standard 1,106. Based on the normal curve the writer concludes that 68% student's score are 5 until 7. While mean post-test in cycle II is 8,35 with deviation standard 0,981. So, the writer concludes 68% student's score are 7 until 9. From the illustration

above, the researcher can see that the *mean* between pre test and post test has a significant improvement, where post test is greater than pre test. It shows that *word wall* method can improve student's vocabulary, because the student's achievement has been increased after the students use the word wall method.

4) Reflection

After analyzing the result of second cycle, it can be conclude that the *word wall* method can motivate the students to be more active in learning vocabulary in the class. *Word wall* method also can improve their vocabulary, since they can answer the question well in post-test than in pre-test. It indicates that they know the meaning of words well, although they are some problems in their spelling.

In cycle II, the students can improve their vocabulary mastery, it shows by score of post-test II. The result of test shows that in pre-test the students who get score 7 or more than 7 only 19 students. But, in post test II all of students passed the standardized of score minimum. The teacher decides that it is the last meeting because *word wall* method can improve the student's vocabulary.

B. Analysis between cycle I and cycle II

From the result of analyzing in cycle I and cycle II, the researcher will analyze the student's improvement from cycle I to cycle II. The improvements as follow:

- The *mean* of pre test in cycle I is 5.76 and increase 17,5 % to be 7,44 in post test.
- The *mean* of pre test in cycle II is 6,56 and increase 19,3 % to be 8,35 in post test.
- The students' improvement from cycle I to cycle II can be seen on table 4.3

Table 4.3
The Student's improvement in cycle I and II

No	Improvement	Cycle I		Cycle II	
		Number Student	%	Number Student	%
1.	Increase	30	88%	33	97%
2.	Decrease	3	9%	0	0%
3.	No change	1	3%	1	3%

Source: Author Data: 2012

From the table, it can be shown that using *word wall* method can improve students' vocabulary mastery. Moreover, the result of test in cycle I and cycle II is increase for each cycle. It is proven by the result of test above.

From explanation above shows that by using *word wall* method most of students improve their vocabulary. And the result of post test in cycle II and in Cycle I are greater than pre test. It shows that the student's achievement in vocabulary has improved. By mastering the vocabulary, the students are easier to communicate with their friend and their teacher in learning process. Because

vocabulary is the source to understand what the people said, therefore vocabulary is important in learning process.

In this case, the student's improvement is influenced by some factors. The first is the use of media *word wall* that can make students feel there is a variation in learning process. So, they are not bored in learning English. The second factor is the students themselves. Although the teacher is creative and applying the good media in teaching learning process, if the students do not have a motivation they will not get a satisfactory achievement in their study. It is shown by some of students who are still passive when they are doing the *word wall*, so they get the achievement are not maximal.

CHAPTER V

CLOSURE

A. Conclusion

Based on the data presentation and data analysis, the writer explains the conclusion of this research as follows:

1. The process of teaching and learning vocabulary using *word wall* method is going smoothly and most of the students are enthusiastic to arrange the *word wall*. It can be seen on the result of observation in the class that is most of the students feel enjoyable and happy in the teaching and learning process. It also can be proven of the students are active to answer some question and to create the *word wall* in group activity.
2. The students' mastery on vocabulary after using *word wall* method among first year of SMP N 2 Tuntang in academic year 2012/2013 can be conclude that there is difference between non *word wall* method and using *word wall* method because mean of pre-test and post test in every cycle was increased. It indicates that by applying *word wall* method, the students' vocabulary has improved. It means that *word wall* method provides significant contribution in improving the students' vocabulary. Finally, from statements above the researcher concludes that *word wall* method is appropriate for the first year students of SMP N 2 Tuntang to improve vocabulary master

B. Suggestion

At the last, the writer would like to purpose some suggestion that hopeful would be useful for all institution sides, students, and the next researcher as follow:

a. For the English Teacher

The English teacher should improve their ability in the process of teaching and learning, and the teacher should know toward students' problem. The strategy of teaching vocabulary will influence the students' ability to learn. They should pay attention to the fact that the students are more encourage to improve the teaching and learning process.

The English teacher should motivate the students' and explain that learning English especially vocabulary is such an easy and interesting to learn. The use of instructional media should be encouraged.

b. For the students

Students should always be active in the process of teaching and learning and not afraid or lazy in the English lesson, so the students should develop their motivation.

The students should give more attention, keep their attitude when the teacher explained the lesson and teach them. In addition, students should study English harder to reduce their difficulties of English learning.

c. For the Next Researcher

The students' achievement of lesson is very important, in teaching learning process the teacher should use media of instruction that make the students' be interested to learn and understand more about the material. Therefore, the following researcher can develop similar study that is detail by other media in vocabulary mastery, for example sing, card, or picture and *word wall*.

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APPENDIXES

PRE-TEST 1

Match the answer below!

(Isilah titik-titik di bawah ini dengan menjodohkan jawaban di bawahnya!)

Dialogue 1

Jeni : Hello Saskia, how are you?

Saskia : (1)_____ Jeni, I.m fine. And you?

Jeni : I am (2)_____ , thank you.

Saskia : I'm sorry, I have to go now.

Jeni : Okay. Bye-bye Saskia. See you tomorrow.

Saskia : (3) _____ , see you.

Dialogue 2

Dika : Hi Erna, how are you?

Juna : I am fine Dika, who is with you, Dika?

Dika : Let me (4)_____ my new friend. His name is Daniel.

His (5)_____ is Daniel Adven. He(6) _____ from Medan.

He (7) _____ at Diponegoro number 4.

Juna : Hello, Daniel. (8) _____ to meet you.

Daniel : Hello Juna, _____ to meet you too. How(9)_____ are you?

Juna : I am Thirteen years old.

Daniel : It same with me. What is your (10) _____ food?

Juna : Bakso.

- a. Introduce
- b. Live
- c. Fine too
- d. Favourite
- e. Nice

- f. Hello
- g. Fullname
- h. Old
- i. Bye-bye
- j. Come

ANSWER KEY PRE-TEST I

1. f. Hello
2. c. Fine too
3. i. Bye-bye
4. a. Introduce
5. g. Fullname
6. j. Come
7. b. Live
8. e. Nice
9. h. Old
10. d. Favourite

POST-TEST I

A. Read the following text carefully!

Good morning friends, I am a new student in VII F. Let me introduce my self. My name is Erika Fitriana, you can call me Rika. I come from Riau. I was born in 20th March 1998. Now, I am 14 years old. I live at Kemuning street No. 15. My hobby are swimming and singing. My father's name is Fauzan and my mother's name is Sulistyowati. My parents' job is farmer. I have one sister and one young brother, they are Siska and Dika. Everyday we helps our parents. I go to school by bicycle. In future I want to be a smart teacher.

B. Translate these word into Indonesian!

1. Introduce : _____
2. Come : _____
3. Born : _____
4. Live : _____
5. Farmer : _____
6. Young brother : _____
7. Parents : _____
8. Teacher : _____
9. Job : _____
10. Everyday : _____

ANSWER KEY POST-TEST I

1. Perkenalan
2. Datang
3. Lahir
4. Tinggal
5. Petani
6. Adik laki-laki
7. Orang tua
8. Guru
9. Pekerjaan
10. Setiap hari

Name :

Class/Number :

PRE TEST 2

Read the text then answer the question!

(Dina is telling Tuti about their new classmates, Indah Savitri)

Dina : Do you know our new friend, Indah?

Tuti : No, I don't. I was absent when she introduced herself. Can you tell me about her?

Dina : She is beautiful. She comes from Bandung, West Java.

Tuti : West Java? Is she slim and tall?

Dina : Yes, she is. Besides, she has long hair.

Tuti : What is her colour of shoes?

Dina : Black.

Tuti : Does she have a blue bag with a lot of books in it?

Dina : Yes, she does.

Tuti : Does she also wear glasses?

Dina : Yes, she does. How do you know that?

Tuti : She is my neighbour.

I. Match the English with the Indonesian word!

- | | |
|---------------|------------------|
| 1. Beautiful | a. Teman sekelas |
| 2. Classmates | b. Langsing |
| 3. Absent | c. Warna |
| 4. Slim | d. Tetangga |
| 5. Tall | e. Cantik |
| 6. Colour | f. Tidak masuk |
| 7. Bag | g. Tinggi |
| 8. Wear | h. Tas |
| 9. Glasses | i. Kaca mata |
| 10. Neighbour | j. Mengenakan |

ANSWER KEY PRE-TEST II

1. e. Cantik
2. a. Teman sekelas
3. f. Tidak masuk
4. b. Langsing
5. g. Tinggi
6. c. Warna
7. h. Tas
8. j. Mengenakan
9. i. Kaca mata
10. d. Tetangga

POST TEST II

Mark (x) a,b,c or d for an answer !

Read the text first, and then answer question number 1-2

Hello, I am Nunung Setyaningrum. My friends call me Aning. I am 13 years old. I live in Medan. My home is not far from my school. I am in the first grade of SMP 2. I go to school on foot.

1. Who is the girl's nickname in the text? She is . . .
 - a. I am
 - b. Aning
 - c. A pupil of SMP 2
 - d. I
2. How old is Aning? She is years old.
 - a. Twelve
 - b. Fourteen
 - c. Thirteen
 - d. Fifteen
3. Nano : See you later, Bimo?
Bimo :
 - a. Never mind
 - b. Fine, thanks
 - c. I am sorry
 - d. See you

Dialogue for number 4-5

- Hima : Mom, do you know Miss Keni?
Mother : No, who is she?
Hima : She is my English teacher.
Mother : What is she like?
Hima : She is young and has long hair.
Mother : Is she fat?
Hima : No, that is Mrs Wahyu. She is a Mathematic teacher.
Mother : Is she tall and slim?
Hima : Yes, right.
Mother : Oh, I see now. Her skin is light and has a brown hair.

Hima : Yes, but she is fashionable.

4. Who is Miss Keni?
 - a. English teacher
 - b. Mother
 - c. Mathematic teacher
 - d. Headmaster
5. Who has tall and slim body?
 - a. Hima
 - b. Mrs Wahyu
 - c. Mother
 - d. Miss Keni

Text for number 6-8

Hello, my name is Desi. I have one brother and one young sister. My brother's name is Aris. He is eight years old. He is funny, smart and diligent. Erika is my sister. She is eleven years old. Everyday she helps our mother. She is very kind. She is also clever. She often gets good marks at school.

6. How is Erika character?
 - a. Clever
 - b. Ugly
 - c. Lazy
 - d. Stupid
7. The meaning of "diligent" is . . .
 - a. Pandai
 - b. Cantik
 - c. Rajin
 - d. Sungguh-sungguh

Text for number 8-10

Now, I would like to introduce my friend. Her name is Anisa Hidayati. Anisa Hidayati has slim body. Her height is 158 cm. Her face is oval. She has pointed nose. She has straight and long hair. The colour of her hair is brown. Her skin is white. Her hobby are reading comic, badminton, and playing with friends. She likes Korean artist.

8. Who is the writer's friend?
 - a. Korean
 - b. Anisa
 - c. Siti
 - d. Budi
9. What is the colour of Annisa's hair?
 - a. Brown
 - b. Black
 - c. White

d. Oval

10. What are Annisa hobbies?

a. Singing

b. Swimming

c. Eating

d. Badminton

Good Job 😊

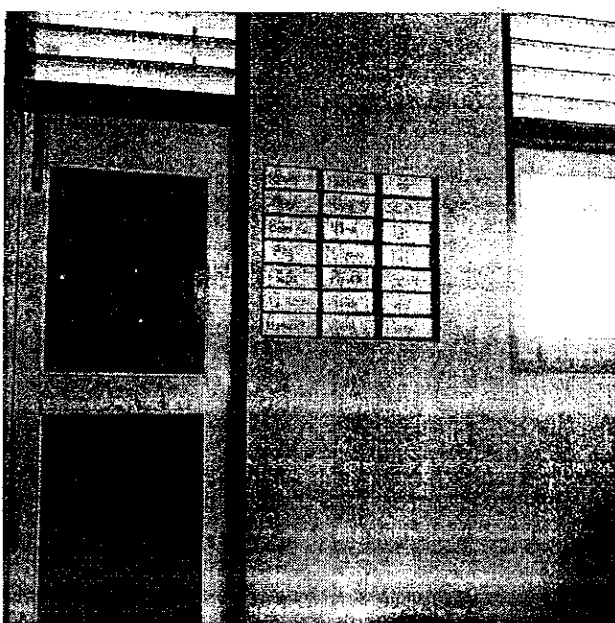
ANSWER KEY POST TEST II

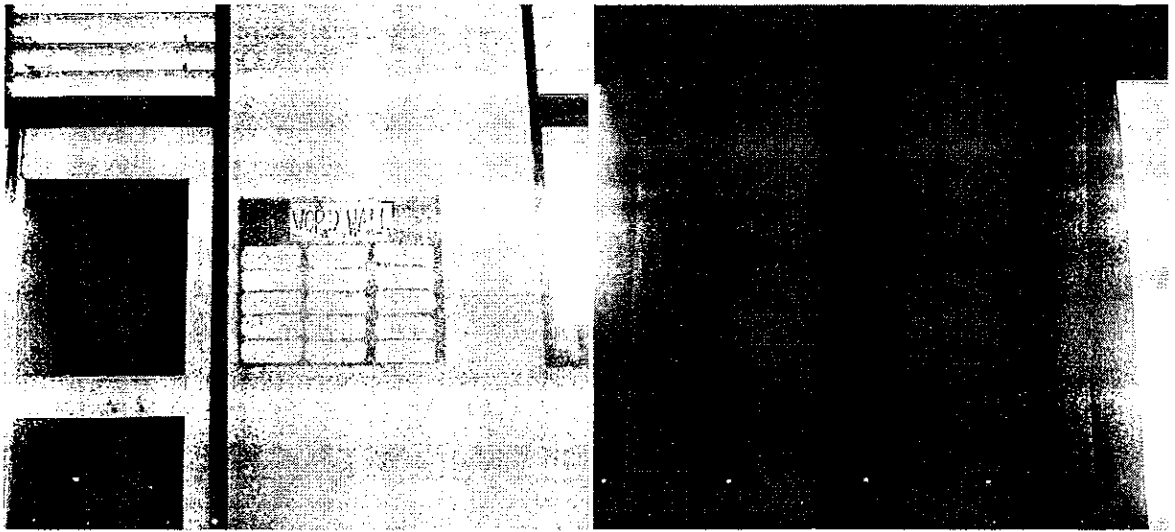
1. b. Aning
2. c. Thirteen
3. d. See you
4. a. English teacher
5. b. Mrs. Wahyu
6. a. Clever
7. c. Rajin
8. b. Anisa
9. a. Brown
10. d. Badminton

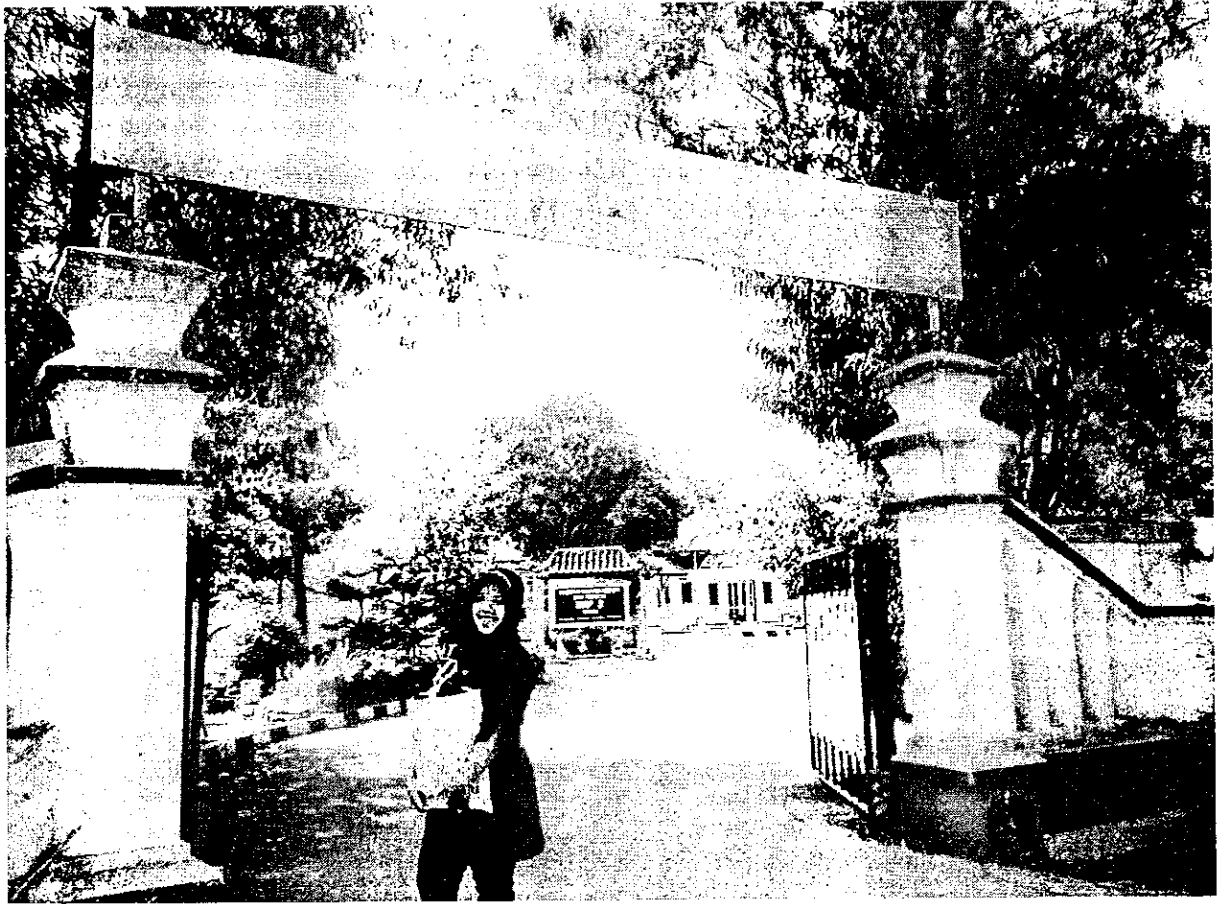
SITUATION OF STUDENTS WHEN PRE-TEST AND POST TEST



SITUATION OF STUDENTS WHEN CREATING OF WORD WALL







Cycle I
On Wednesday, 25th July '12

Sheet of classroom observation

No	Learning activities	Statement	Description	
			Yes	No
1.	Students ask a question to the teacher	Many of students just silent in the class, only several students who answer the teacher's question.	✓	
2.	Students answered question by the teacher	The students still confuse about the material. So, when the teacher ask them, they didn't giving response.		✓
3.	Teacher convey <i>word wall</i> method clearly	The teacher shown <i>word wall</i> method then she explain to the students clearly.	✓	
4.	Applying of <i>word wall</i> method	The topic choosen by the teacher all of them still confuse to remember some new words well.	✓	
5.	Teacher give evaluation after the lesson	The teacher evaluate the teaching learning process	✓	

Cycle I
On Wednesday 25th July 2012

FIELD NOIE

<p>* Pendahuluan</p> <ul style="list-style-type: none">- Apersepsi- Brainstorming dengan menggunakan dialog perkenalan in English- Pre-test 20 menit.	<ul style="list-style-type: none">- Introduce herself, greeting, absensi, brainstorming.- Ask students to do pre-test dalam waktu 20 menit.- The teacher walk around to check the students task.- Banyak siswa yang menanyakan maksud soal karena kurangnya vocabulary mereka.
<p>* Inti</p> <p>Esplorasi - Membaca dialog - Mengidentifikasi language feature yang digunakan di introduction.</p> <p>Elaborasi: - Mengajak siswa untuk mencari keyword dari materi introduction. - Penggunaan metode word wall.</p> <p>Konfirmasi: - Menanyakan kesulitan siswa.</p>	<ul style="list-style-type: none">- Membaca teks dan mengidentifikasi language feature yang terkandung.- Mencari kosa kata sulit yang merupakan key word dari materi introduction.- Guru memperkenalkan metode wordwall dan meminta siswa menggunakannya untuk mempermudah mengingat kosakata baru.- Guru mengkonfirmasi ulang tentang pemahaman siswa terkait materi.
<p>* Penutup</p>	<p>Giving post test.</p>

Cycle II
On Wednesday, 1st August '12

Sheet of classroom observation

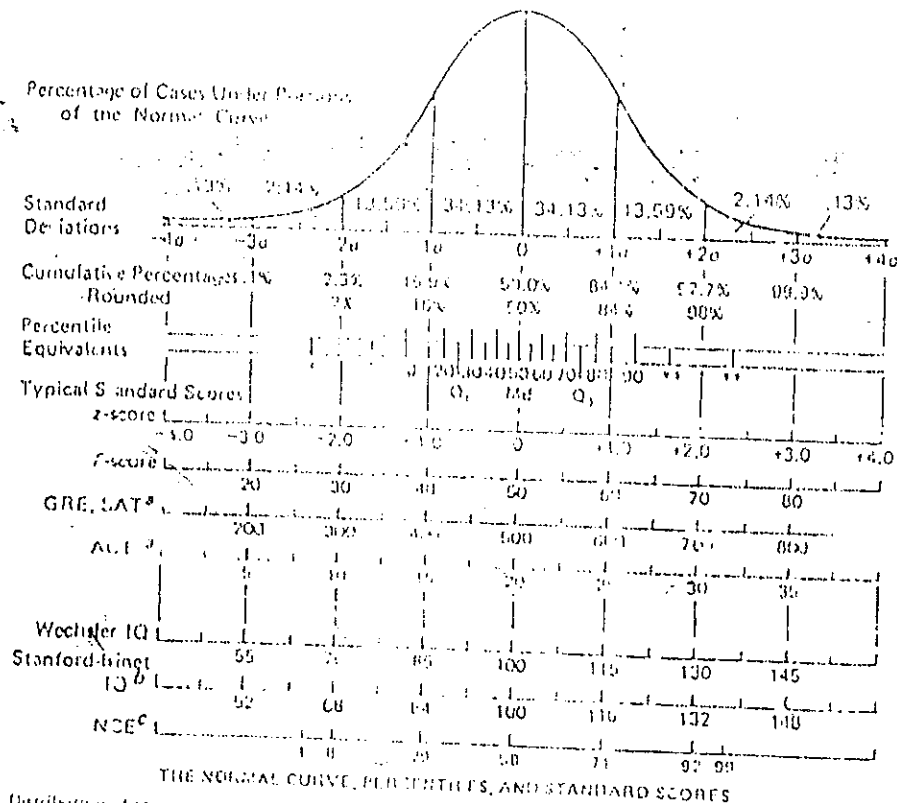
No	Learning activities	Statement	Description	
			Yes	No
1.	Students ask a question to the teacher	In this action, the students more active than last meeting. They are ask to the teacher when they are do not understand.	✓	
2.	Students answered question by the teacher	Some students can answered question by the teacher. They have understand about the material.	✓	
3.	Teacher convey <i>word wall</i> method clearly	The teacher explain word wall method and she also guidance the students in making word wall.	✓	
4.	Applying of <i>word wall</i> method	After implemented the method, the students could remembered new words well.	✓	
5.	Teacher give evaluation after the lesson	The teacher evaluate the teaching learning process.	✓	

Cycle II

On Wednesday, 1st August 2012

FIELD NOTE

<p>* Pendahuluan</p> <ul style="list-style-type: none">- Apersepsi- Tanya jawab terkait dengan tema- Pre test	<ul style="list-style-type: none">- Greetings- Mereview hasil test pertemuan kemarin.- Ask students to do pre-test about 20 minutes.
<p>* Inti</p> <p>Eksplorasi</p> <ul style="list-style-type: none">- Siswa mendengarkan materi yang dijelaskan guru tentang introduction. <p>Elaborasi</p> <ul style="list-style-type: none">- Siswa menyusun kosakata yang berhubungan dengan tema dalam kelompok- Presentasi hasil kerja siswa. <p>Konfirmasi</p> <ul style="list-style-type: none">- Menanyakan tingkat kesulitan siswa.	<ul style="list-style-type: none">- Guru memberikan penjelasan ulang tentang materi terkait.- Guru membagi siswa kedalam 3 kelompok yang terdiri 11-12 siswa.- Guru membantu siswa memilih kosakata yang berhubungan dengan tema- Guru menjelaskan proses pembuatan wordwall.- Siswa terlihat antusias dalam pembuatan wordwall dan mereka aktif bertanya
<p>* Penutup</p>	<ul style="list-style-type: none">- Guru bersama siswa melakukan refleksi ulang tentang kegiatan pembelajaran yang telah dilaksanakan- Post-test



THE NORMAL CURVE, PERCENTILES, AND STANDARD SCORES

Distribution of scores of many standardized educational and psychological tests approximate the form of the normal curve shown at the top of this chart. Below it are shown some of the systems that have been developed to facilitate the interpretation of scores by converting them into numbers which indicate the examinee's relative status as a group.

The zero (0) at the center of the horizontal axis is the location of the mean (average) raw score on a test, and the symbol σ (sigma) marks off the scale of raw scores in standard deviation units.

Cumulative percentages are the basis of the percentile-equivalent scale.

Several systems are based on the standard deviation unit. Among these standard score scales,

the z -score and the T -score, are general systems which have been applied to a variety of tests. The others are special variants used in connection with tests of the College Entrance Examination Board, the Graduate Records Examination, and other intelligence and ability scales.

Tables of norms, whether in percentile or standard score form, have meaning only with reference to a specified test applied to a specified population. The chart does not permit one to conclude, for instance, that a percentile rank of 84 on one test necessarily is equivalent to a z -score of +1.0 on another; this is true only when each test yields essentially a normal distribution of scores and when both scales are based on identical or very similar groups of people.

^a Score points found on the SAT are converted to standard scores in general populations. (SAT = Graduate Records Examination, SAT = Scholastic Aptitude Test of the College Entrance Examination Board, ACT = American College Testing Association, etc.) These norms are not related to either slow comparisons over time. Consequently current means are lower than means given above.

^b Standard-score IQs with a mean of 100 are based on a representative current intelligence test.

^c The NCE ("normal curve equivalent") scale is an 800-level standard score used in the evaluation of certain federally funded educational programs. The 100th percentile is 99.98 and the 25th percentile is 75, the NCE and 1/20th of a distance between the 1st and 99th percentiles, measured in raw scores.

FIGURE 6-8. Types of standard score scales. (Adapted from Test Service Bulletin No. 48, The Psychological Corporation, New York, by permission of The Psychological Corporation.)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: SMP N 2 Tuntang
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII (Tujuh) / I
Aspek/ Skill	: Mendengarkan
Alokasi Waktu	: 3 x Pertemuan

A. Standar Kompetensi

1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

- 1.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur; menyapa orang yang belum/sudah dikenai, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

C. Indikator

1. Tindak tutur menyapa orang lain yang sudah dikenal.
2. Tindak tutur memperkenalkan diri sendiri.
3. Tindak tutur memperkenalkan orang lain.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Merespon tindak tutur menyapa orang sudah dikenal.
2. Merespon tindak tutur memperkenalkan diri sendiri.
3. Merespon tindak tutur memperkenalkan orang lain.
4. Menghafal vocabulary dengan menggunakan "Word Wall" yang berisi kosa kata terkait. Contoh:

E. Materi Pembelajaran

1. Ungkapan tindak tutur menyapa orang belum/sudah dikenal.

Ketika kita bertemu seseorang atau kita berpisah biasanya kita mengucapkan salam atau sering disebut dengan **greeting**.

Bertemu (Greeting)	Undur diri (Parting)
1. Good morning/morning (selamat pagi/pagi). Sekitar jam 01.00-12.00	1. Goodbye!
2. Good afternoon (Selamat siang) Sekitar kam !2.00- 13.00	2. Good night!
3. Good evening (selamat malam). Sekitar jam 18.00-24.00	3. Bye-bye!
4. Hi (Hai)	4. See you!
5. Hello (Halo)	5. See you!
	6. See you letter!
	7. See you next time!
	8. Till we meet again!

2. Ungkapan tindak tutur memperkenalkan diri.

Ungkapan memperkenalkan diri dalam Bahasa Inggris hampir sama dengan ungkapan di Bahasa Indonesia. Kita punya 2 cara untuk memperkenalkan diri.

- a. Memperkenalkan diri sendiri

- Resmi

Ungkapan:

- Allow me to introduction myself. My name is Agnes Monica.
- Let me introduce myself. I'm Agnes Monica.
- How do you do?

Respon:

- Nice to meet/ see you. My name is Hengki Kurniawan/ I'm Hengki Kurniawan.
- How are you?
- I'm Hengki Kurniawan/ My name is Hengki Kurniawan.

- Tidak resmi

Ungkapan:

- What is your name?
- I'm Jack. what is yours?
- How are you?
- Hi Tom?

Respon:

- My name is Jack.
- I'm Jack.
- Fine, thank you.
- Hi Tom?

b. Memperkenalkan orang lain (Introduction others)

Jika kita ingin memperkenalkan seseorang yang belum pernah bertemu sebelumnya, kita bisa menggunakan:

- Resmi:
 - This is Mr. Dubbois.
 - This is Dewi, Dewi Nurhamida

- Tidak resmi:
 - Let me introduce my new director, Mr. Arii – Arif Gunawan.
 - May I introduce my wife, Tika.
 - I would like to introduce my best friend, Siska.

Untuk merespon perkenalan di atas, kita bisa menggunakan:

- Resmi:
 - How do you do?
- Tidak resmi:
 - Hi Siska. I'm Dita.
 - Hello sandra, I'm Susi.
 - Pleased to meet you.
 - Nice to meet you.

3. Sapaan

Ketika kita menyapa atau bertanya kepada orang lain hendaknya kita menyapa orang itu dengan sapaan yang sesuai. Perhatikan contoh berikut!

- a. Mrs kita ucapkan Missus, artinya Ibu atau Bu.

Mrs harus selalu diikuti nama.

Contoh: Good morning, Mrs Dewi?

Good afternoon Mrs Ria?

F. Metode Pembelajaran

Three-phrase technique

G. Langkah-langkah Kegiatan

Pertemuan I

a. Kegiatan Pendahuluan

- Greetings
- Checking for the role
- Tanya jawab berbagai hal terkait kor dis' siswa

- Pre-test
- b. Kegiatan Inti**
 - Eksplorasi
 - Siswa mencari informasi yang luas dan dalam (brainstorming) tentang tindak tutur yang akan dipelajari dibantu dengan demonstrasi dari guru.
 - Siswa mendengarkan contoh dialog yang mengandung tindak tutur menyapa dan memperkenalkan diri.
 - Elaborasi
 - Membahas materi terkait dengan materi.
 - Membahas kosakata terkait dengan sapaan, perkenalan, dan memperkenalkan orang lain.
 - Mendengarkan percakapan yang terkait dengan sapaan dan perkenalan.
 - Siswa menirukan ungkapan yang berkaitan dengan menyapa orang lain dan memperkenalkan diri.
 - Guru memberikan kosakata yang berkaitan dengan tindak tutur dalam kehidupan sehari-hari.
 - Guru menggunakan *word wall* sebagai media yang sudah dipersiapkan dari rumah.
 - Siswa dan guru bersama-sama mengaplikasikan *Word Wall* sebagai media pembelajaran.
 - Konfirmasi
 - Memastikan kembali tingkat pemahaman siswa .
 - Menyimpulkan materi dan memberikan pendapat terkait tindak tutur terkait.
- c. Kegiatan Penutup**
 - Menanyakan kesulitan siswa selama KBM berupa kesulitan apa yang dihadapi dan kesan terhadap pembelajaran.
 - Post-test

H. Sumber Belajar

- a. Contoh dialog dan ungkapan tindak tutur terkait materi.
- b. Buku PR Bahasa Inggris kelas I.
- c. Buku Paket Erlangga HEADLIGHT kelas I.
- d. LKS FOKUS

I. PENILAIAN

- a. Teknik : Test lisan dan test tertulis
- b. Bentuk : Respon tindakan
- c. Instrumen : Terlampir
- d. Pedoman Penilaian
 1. Untuk nomor 1-10, tiap jawaban skor 1.
 2. Jumlah skor maksimal $10 \times 1 = 10$
 3. Nilai maksimal 10
 4. Nilai siswa = jumlah benar x 1
 5. Rubrik penilaian:

No	Uraian	Skor
1.	Jawaban benar	1
2.	Jawaban salah	0

Tuntang, 25 Juli 2012

Mengetahui,

Guru Bahasa Inggris

Researcher

Dra. Heny Ratna Yuliana R

Dewi Nurhamida

Cycle II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMP N 2 Tuntang

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII (Tujuh) / I

Aspek/ Skill : Mendengarkan

Alokasi Waktu : 3 x Pertemuan

A. Standar Kompetensi

1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

- 1.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur; menyapa orang yang belum/sudah dikenai, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

C. Indikator

1. Tindak tutur menyapa orang lain yang sudah dikenal.
2. Tindak tutur memperkenalkan diri sendiri.
3. Tindak tutur memperkenalkan orang lain.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat.

1. Merespon tindak tutur menyapa orang sudah dikenal.
2. Merespon tindak tutur memperkenalkan diri sendiri.
3. Merespon tindak tutur memperkenalkan orang lain.
4. Menghafal vocabulary dengan menggunakan "Word Wall" yang berisi kosa kata terkait.

E. Materi Pembelajaran

1. Ungkapan tindak tutur menyapa orang belum/sudah dikenai.

Ketika kita bertemu seseorang atau kita berpisah biasanya kita mengucapkan salam atau sering disebut dengan **greeting**.

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2. Good afternoon (Selamat siang) Sekitar kam 12.00- 18.00	2. Good night!
3. Good evening (selamat malam). Sekitar jam 18.00-24.00	3. Bye-bye!
4. Hi (Hai)	4. See you!
5. Hello (Halo)	5. See you!
	6. See you later!
	7. See you next time!
	8. Till we meet again!

4. Ungkapan tindak tutur memperkenalkan diri.

Ungkapan memperkenalkan diri dalam Bahasa Inggris hampir sama dengan ungkapan di Bahasa Indonesia. Kita punya 2 cara untuk memperkenalkan diri.

- a. Memperkenalkan diri sendiri
 - Resmi

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- How do you do?

Respon:

- Nice to meet/ see you. My name is Hengki Kurniawan/ I'm Hengki Kurniawan.
- How are you?
- I'm Hengki Kurniawan/ My name is Hengki Kurniawan.

- Tidak resmi

Ungkapan:

- What is your name?
- I'm Jack, what is yours?
- How are you?
- Hi Tom?

Respon:

- My name is Jack.
- I'm Jack.
- Fine, thank you.
- Hi Tom?

b. Memperkenalkan orang lain (Introduction others)

Jika kita ingin memperkenalkan seseorang yang belum pernah bertemu sebelumnya, kita bisa menggunakan:

- Resmi:

- This is Mr. Dubbois.
- This is Dcwi, Dewi Nurnamida

- Tidak resmi:
 - Let me introduce my new director. Mr. Arif – Arif Gunawan.
 - May I introduce my wife, Tika.
 - I would like to introduce my best friend, Siska.

Untuk merespon perkenalan di atas, kita bisa menggunakan:

- Resmi:
 - How do you do?
- Tidak resmi:
 - Hi Siska. I'm Dita.
 - Hello sandra, I'm Susi.
 - Pleased to meet you.
 - Nice to meet you

5. Sapaan

Ketika kita menyapa atau bertanya kepada orang lain hendaknya kita menyapa orang itu dengan sapaan yang sesuai. Perhatikan contoh berikut!

b. Mrs kita ucapkan Missus, artinya Ibu atau Bu.

Mrs harus selalu diikuti nama.

Contoh: Good morning, Mrs Dewi?

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F. Metode Pembelajaran

Three-phrase technique

G. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan

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- Checking for the role
- Tanya jawab berbagai hal terkait kondisi siswa
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 - Mendengarkan percakapan yang terkait dengan sapaan dan perkenalan.
 - Siswa menirukan ungkapan yang berkaitan dengan menyapa orang lain dan memperkenalkan diri.
 - Guru memberikan kosakata yang berkaitan dengan tindak tutur dalam kehidupan sehari-hari.
 - Siswa dibagi dalam kelompok untuk menyusun kosakata menjadi bentuk *Word Wall*.
 - Guru menjelaskan tata cara membuat *word wall*.
 - Guru memandu siswa membuat *word wall*.
 - Siswa dan guru bersama-sama mengaplikasikan *Word Wall* sebagai media pembelajaran.
- Konfirmasi
 - Memastikan kembali tingkat pemahaman siswa .
 - Menyimpulkan materi dan memberikan pendapat terkait tindak tutur terkait.

c. Kegiatan Penutup

- Menanyakan kesulitan siswa selama KBM berupa kesulitan apa yang dihadapi dan kesan terhadap pembelajaran.
- Post-test

H. Sumber Belajar

- a. Contoh dialog dan ungkapan tindak tutur terkait materi.
- b. Buku PR Bahasa Inggris kelas 1.
- c. Buku Paket Erlangga HEADLIGHT kelas 1.
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 2. Jumlah skor maksimal $10 \times 1 = 10$
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 4. Nilai siswa = jumlah benar $\times 1$
 5. Rubrik penilaian:

No	Uraian	Skor
1.	Jawaban benar	1
2.	Jawaban salah	0

Tuntang, 1 Agustus 2012

Mengetahui,
Guru Bahasa Inggris

Researcher

Dra. Heny Ratna Yuliana R

Cewi Nurhamida

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JUDUL : IMPROVING STUDENT'S VOCABULARY MASTERY THROUGH WORD WALL (CAR ON THE FIRST GRADE OF MTs N SALATIGA IN ACADEMIC YEAR 2012 / 2013)

NO.	TANGGAL	ISI KONSULTASI	CATATAN PEMBIMBING	PARAF
1.	19/5 2012	Proposal	- italicized any words that represent certain character	AP
2.	26/5 2012	Chapter I	- Deeper analysis, consider to match between Research Problem & hypothesis	AP
3.	30/7	chapter I chapter II	- our line. - example must be in italicized word	AP
4.	8/9	chapter III	table & Figure should be given a title	AP
5.	10/9	chapter IV	- Sample and translation in bracket. Final Analysis in the same table	AP
	11/9	chapter I - V	See	AP

CATATAN:
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- S1 Tadris Bahasa Inggris STAIN Salatiga angkatan tahun 2008.
Email : Dewinurhamida@ymail.com

Salatiga, September 11th 2012

Dewi Nurhamida