



The Effectiveness of Word Wall Strategy to Improve Students Vocabulary to the 7th Graders of SMP Negeri 1 Jepara

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ABSTRACT

Vocabulary is important for language knowledge. This study is to find out whether any significant difference between vocabulary ability of the students who are taught with word wall strategy and without word wall strategy to the 7th graders of SMP Negeri 1 Jepara. Quasi-experimental research was used in this study method. In this study, the writer collects the data by using the tests. The writer uses the statistical calculation with SPSS in data analyzed. The sample of this research is two classes from seventh grade. One class for the experimental class and one class for the control class. Each class has 32 students. As a result, it can be witnessed from the mean of pre-test and pos-test. In pre-test result experimental class is 68, while control class is 65. After being given treatment, experimental class is 84, while control class is 65. Moreover, the hypothesis result showed that H_a is accepted. Because T-value was higher than the table's critical value ($5.996 > 1.998$), it indicates that there was a significant difference in the students' vocabulary ability using word wall strategy and without using word wall strategy.

Keywords: Vocabulary, Word Wall, English Learning

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INTRODUCTION

In using listening, reading, speaking and writing skills, vocabulary is very important to build phrases, clauses, sentences and paragraphs. Vocabulary is an important part of language proficiency as it provides a large part of how well learners speak, listen, read, and write (Richards & Renadya, 2002). By having good vocabulary, students can accept and understand lessons from teacher easily. People who understand English are able to communicate in English and read a variety of English texts. As we all know in this day, junior high school students must learn and comprehend the reading text of their English class, and the key to understanding it is a large vocabulary. Even when the teacher talks or explains the material using

English, the students become more passive and do not completely understand about the meaning because it sounds new for students and they only sit and listen their teacher.

According to McCarten (2007), it is important for students who are in high school to identify the 2,000 to 5,000 words of the most frequent vocabulary items and to give them priority in teaching. If the students do not master the vocabulary it will be difficult for themselves. They will not be able to interact and communicate with friends or teachers using English. In teaching and learning activities, teachers must be able to make learning process more fun and interesting. It should be teachers responsible to motivate students in any condition, because they become an important role for students. Teachers must be able to make students using vocabulary correctly and know how to pronounce. Also they need to be more creative to find the method that can make students want to improve their vocabulary. To improve their English learning skills, teachers are required to make the method more fun such as learning by playing game. The thing that most students like is playing. Learning through games will help students reduce stress and develop sense of humor. Students will be enthusiastic if learning process is carried out in a relaxed way rather than strict competitive. The use of games in vocabulary instruction allows students to put their language skills to work in a less formal situation, and the goals of using games in vocabulary teaching include a wide range of different kinds of games and activities to their lesson, allowing students to practice formally learned language in a fun way. Therefore, to fulfil students' wishes in the learning process, teachers need to design learning with various activities. One way to learn by playing games is word wall strategy. A word wall is an organized collection of words displayed in the classroom. Word wall also supports listening, writing, speaking and reading. But the aim of the game is to improve vocabulary.

METHOD

The design of this study is quasi-experimental with pretest and post-test design. Determining the non random sample group is used as the basis for determining as experiment and control groups. The writer teaches using word wall strategy in one of the classes as a treatment or experimental class, whereas the second

class the writer teaches using conventional strategy as control class. Sample of this study is the seventh grade students of SMP Negeri 1 Jepara in the academic year of 2020/2021 two classes. There are 32 students in each class. The instrument for collecting data in this study is a test. A test is a way of measuring a person's ability or understanding in a given domain (Brown, 2000). The data is gathered from the results of the pre-test and post-tests. The procedure begins by giving a pre-test to the experimental and control classes. Then the experimental class is given treatment by implementing a word wall strategy, while the control class is not given a word wall strategy treatment. Vocabulary tests are used to collect data and determine the difference in scores between the two tests. Statistical technique are used to know if there is any improvement to the students' vocabulary or not from the result of pre-test and post-test.

FINDINGS

1. Students' Vocabulary Ability Taught Without Using Word Wall Strategy

Before starting to collect data, the writer conducted a pre-test. This pre-test was given by asking students. The pre-test was aimed to find out the students basic knowledge about vocabulary before teaching them by using word wall. The students must answer 25 questions. The test was held on Thursday, August 11, 2022. The test was followed by 32 students of class 7B and 7C. The writer determined the students' mean vocabulary ability before using word wall. Below are table of mean pre-test:

Table of Mean Pre-test.

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Experiment	32	56	84	2176	68,00
Control	32	40	92	2080	65,00
Valid N (listwise)	32				

The writer reached the conclusion that the students had poor vocabulary. Most of the students received failing grades. It indicates that the students still do not completely understand about vocabulary

2. Students' Vocabulary Ability Taught With Using Word Wall Strategy

The class that received the treatment was 7B class as an experimental class. There were 32 students in this class. The treatment was carried out for three meetings every Thursday. The treatment has been carried out on August 11, 2022 to August 25, 2022. The following were the treatment-related activity:

- a. The writer explained the materials. The material focused on describing identity.
- b. The writer implemented word wall strategy. The writer gave an identity text and a paper containing only an alphabet. Students were asked to fill the vocabulary according to the alphabet obtained.
- c. Next, the students wrote a sentence that related to the vocabulary obtained. After that the students went forward one by one to be stuck on the whiteboard. The teacher asked the students to explain the vocabulary they have learned and the sentences that have been made by the students.

The writer then evaluated the students' post-test scores. Then determined the students' mean vocabulary ability after using word wall.

Table of Mean Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Experiment	32	76	100	2688	84,00
Control	32	48	96	2240	70,00
Valid N (listwise)	32				

The writer concluded that the students' vocabulary ability using word wall strategy improved to a good category. While while for the control class that did not get the treatment improved to an adequate category.

3. The Significant Difference Between Students' Vocabulary Ability Using Word Wall Strategy and Without Using Word Wall Strategy

The writer concludes that both classes that use word wall and without using word wall strategy have increased. But the class that using the word wall strategy has a more significant improvement. Can be seen from the mean of the post test.

Table of Mean

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
PreTestExperiment	32	56	84	2176	68,00
PreTestControl	32	40	92	2080	65,00
PostTestExperiment	32	76	100	2688	84,00
PostTestControl	32	48	96	2240	70,00
Valid N (listwise)	32				

The writer then analyzed the t-test. To find the T test, the variance value must be known first. Using the following formula:

1) Varians Value

$$\begin{aligned}
 S_1^2 &= \frac{\sum (x_1 - \bar{x}_1)^2}{n-1} \\
 &= \frac{896}{31} \\
 &= 28,903
 \end{aligned}$$

$$S_2^2 = \frac{\sum (x_2 - \bar{x}_2)^2}{n-1}$$

$$= \frac{4512}{31}$$

$$= 145,543$$

2) T-test

$$\begin{aligned} t\text{-test} &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\ &= \frac{84-70}{\sqrt{\frac{(32-1)28,903 + (32-1)145,543}{32+32-2} \left(\frac{1}{32} + \frac{1}{32}\right)}} \\ &= \frac{14}{\sqrt{\frac{896,015+4512,008}{62} \left(\frac{2}{32}\right)}} \\ &= \frac{14}{\sqrt{5408,023 (0,0625)}} \\ &= \frac{14}{\sqrt{2.334}} \\ &= 5.996 \end{aligned}$$

3) T-value and T-table

$$\alpha = 5\% = 0,05$$

$$\frac{\alpha}{2} = \frac{0,05}{2} = 0,025$$

$$df = n-2$$

$$= 64-2$$

$$= 62$$

$$t(\alpha, df) = 1,998$$

$$t \text{ value} = 5.996$$

$$t \text{ table} = 1,998$$

$$5.996 > 1.998$$

$$t \text{ value} > t \text{ table}$$

Using the above calculation, the writer found the t-test result. The t-value was then examined by the researcher. If the t-value obtained exceeds the t-table, the hypothesis is accepted. 5.996 was the t-value. The researcher determined the degree of freedom to determine the t-table (df). $df = N - 2$, $df = 64 - 2 = 62$. As a result, the critical value table at the t-table in the level of significance of 5% is calculated to be 1.998. $T\text{-value} > t\text{-table}$ ($5.996 > 1.998$) was the outcome. The alternative hypothesis is therefore accepted. The vocabulary ability of the students using word wall strategy and without using word wall strategy by students from SMP Negeri 1 Jepara in the academic years 2022/2023 showed a substantial difference.

DISCUSSION

Based on the research finding, it showed that mean scores between using word wall strategy and without using word wall strategy is different. The objectives of the study is to know if there is an effect in applying that word wall strategy in teaching vocabulary at the Seventh Grade of SMP Negeri 1 Jepara academic year 2022/2023. To see if there was a significant difference between teaching using word wall strategy and without using word wall strategyt, the writer conducted a t-test. The t-test score was determined through computation using the t-test formula. The outcome was 5.996. In the meantime, 1.998 was the critical number in the t-table for the 5 percent alpha level and $df = 62$. 5.996 was the obtained t-value. As a result, the t-value ($5.996 > 1.998$) was higher than the table's critical threshold. It indicates that

there was a noticeable improvement when vocabulary ability were taught utilizing the word wall strategy. It was successful in enhancing students' vocabulary ability. H_a was therefore approved.

CONCLUSION

As a result, there was a significant difference in the students' vocabulary ability using word wall strategy and without using word wall strategy. The use of word wall strategy helped the students improve their vocabulary ability, according to the average score data. There was a significant difference between students' results using word wall strategy and without using the word wall strategy. The t-test result was 5.996 and the t-table value (5%; df=62) was 1.998. Thus, the t-value was higher than the table's critical value ($5.996 > 1.998$). It indicates that there was a significant difference in the students' vocabulary ability using word wall strategy and without using word wall strategy. The calculation of the t-test demonstrated that the t-value was higher than the t-table. Therefore, it is acknowledged that word wall strategy is used to teach students, their vocabulary ability will improve (alternative hypothesis, H_a).

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