THE USE OF WORD WALL GAME MEDIA TO IMPROVE STUDENTS' VOCABULARY MASTERY AT 7th GRADE SMP KRISTEN TARAITAK

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ABSTRACT

This research aims to determine the effectiveness of the use of word wall game media to improve students' ability in learning English vocabulary. It was conducted at the 7th grade of SMP Kristen Taraitak, District of Langowan Utara.

The writer chose the true experimental design with two groups by applying post test in this research. The population in this study were seventh grade students consisting of one class only, with the number of students is 39 students. The sample in this study was randomly selected from one class. Thirty students were selected, and divided into two groups namely experimental group and control group, 15 students each group. Data were collected through a written test. They were analyzed statistically using the t-test formula to compare the capabilities of each group.

The findings indicate that the students achievement in the experimental group was higher than the achievement of the control group, which had been analyzed with t-observed. Analysis shows that t-observed value is higher than t-critical $\alpha = 0.05$. With t-observed is 3.50 and critical value $\alpha = 0.05$ with degree of freedom (df) in 28 is 2.00. where $3.50 > 2.00$. This means that H_o is rejected and H_l is accepted. Thus, it could be concluded that the word wall game is considered effective in improving students' vocabulary mastery in English.

Keywords : *English as a foreign language*, *Media*, *Word Wall*, *Vocabulary*

1. INTRODUCTION

Education is an important aspect in life, because education is a vehicle used to produce qualified and competent human resources. Education should receive more attention and better handling continuously in an effort to improve learning outcomes. Increased learning results also means improving the quality of human resources.

Throughout time, societies have recognized the need to educate the coming generation of adults to pass on knowledge and skills. Recorded history from long before the present era emphasizes that education must also develop character in school, character education must be approached comprehensively to include emotional, intellectual, and moral qualities and enact positive social behaviors students leadership and involvement are essential for character education to become a part of a students' belief and actions.(Tania, Liando, Maru 2016).

Quality education is the key to nation building and qualified teachers are the decisive factor for educational success. Saondi (2010) states that the quality of education doesn't depend on creativity and innovation owned by teachers. The success of education process depend on ability of the teacher to support the students in learning process. For that teachers must know the appropriate learning model used in teaching and learning process because in appropriateness the use of learning models can hinder the achievement of learning outcomes.

However, teaching language is not merely a matter of techniques and teachers teaching role as well as material but also aspects related to an atmosphere or climate within which the teaching and learning take place. The relationship among the learners, teacher-learners in interaction, and the learners' parents role and relationship with teachers become other ingredients that deserve to count on the attempt to have active EFL class.(Maru 2009).

Many factors that affect students learning outcomes in learning process, one which of a model of monotonous learning that makes students feel saturated because in the learning of students become passive. Efforts that can be done to improve learning outcomes is trying to make improvements to the teaching and learning process, especially on English subjects.

In fact the vocabulary understanding of class 7 SMP Kristen Taraitak, is still far from the ideal world or still relatively low and has not reached learning mastery. This is partly caused by negative views of students of the English lesson, which assumes the English lesson

is lesson that is boring and not liked by some students. Of course this will hinder the learning process and have a bad impact for students.

Based on the above problems, it is considered appropriate to apply a model of learning that can involve the role of students actively, creatively and effectively in teaching and learning activities.

In this study the chosen learning model is word wall game media. This learning model is chosen because this model can enrich students' knowledge in learning and create a fun learning atmosphere. Based on the background the authors are interested to conduct research on The Use of Word Wall Game Media to Improve Students Vocabulary Mastery at 7th Grade SMP Kristen Taraitak.

Word wall media is a medium used to facilitate the student's learning of English vocabulary, as vocabulary is one important aspect in English learning. Students may be able to communicate and write well when mastering English vocabulary. Therefore this study has a purpose to find out whether or not this media may increase the students vocabulary mastery.

2. REVIEW OF LITERATURE

Etymologically the word media is a plural form of "Medium" derived from the Latin "Medius" meaning central. While in Indonesian the word medium can be interpreted as between or medium, so that understanding of the media can to a lead who deliver or continue information between source and message reception. Media can be interpreted as a form and channel that can be used in a process of presenting information (AECT 1972:162).

Media are the collective communication outlets or tools used to store and deliver information or data. It is either associated with communication media, or the specialized mass

media and the press, photography, advertising, cinema, broadcasting, radio and television, publishing and point of sale.

The use of teaching media is needed in relation to the improvement of the quality of education, especially in learning. According to Achsin (1986:17-18) the purpose of using teaching media is that the going on teaching-learning process can run properly and efficiently, to facilitate teachers in conveying material information to students, to facilitate students to absorb or accept and understand the material or messages conveyed by the teacher, to avoid misunderstanding between students about to the material presented by the teacher.

According to Cronsberry (2004), a word wall is a group of words that are displayed on a wall, bulletin board, chalk board, or a whiteboard in a classroom. It meant the technique direct students attention to the words on the wall during lessons, in this way the students saw the progress in developing their reviewed of vocabulary and have a reference point when working on other vocabulary building activities.

There are four typed of word wall that could be applied:

A. Quick definitions

Students choose and write the word to match the definitions. Repeat the process encouraging students to review all the words as they select the answer.

B. Word Picture

Working in teams, students select one of the words from the word wall and illustrate it on the board. The opposing teams got a point for a correct guess and illustrates another word.

C. Guess the Word

Students guesses what the word meant and it was definition in Indonesian.

D. Mind Readers

The teacher thought of a word on the word wall and gave five clues to that word. By the fifth clue, students should all know the word. If success clues confirm a student's earlier guess, students can just write the word again.

Vocabulary is the basic language aspect that must be mastered before mastering English skills. There are some definitions of vocabulary by some experts. Vocabulary is one of language component which have to be mastered by students in learning new language, students should have an adequate vocabulary to improve the four language skills from speaking, writing, listening, and reading. According Hatch and Brown(1955:1) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use. Rivers (cited in Nunan 1911:117) put forward that vocabulary is essential for successful second language use because without an extensive vocabulary, the learners will be unable to use the structures and function we may have learned for comprehensible communication. From these defintions it can be concluded vocabulary is the first element in English. It must be mastered well by young learners to support the English mastery.

Vocabulary acquisition in foreign language learning is crucial. All these experts implicitly admit that vocabulary should be the focus of foreign language teaching if learning taught explicitly or implicitly. Vocabulary can be taught or introduced to students through explicit teaching or direct instruction. This can be done by explicitly introducing a group of new words to students, explaining their meanings and contexts of use and having them practice using them in similar contexts in the 2013 curriculum, for example, the teaching of vocabulary

is integrated in the teaching of the four language skills. In such an indirect instruction, students are required to pay attention to the new words introduced during the teaching learning process and learn them by themselves.(Rogahang, Liando, Maru 2016).

In the making of this media the author will make the word keyword in the theme of a particular theme and write in large letters on a piece of cardboard with the size as far as possible can be seen clearly by the students. These keywords can be either noun. The author will give 5 to 10 words in each week. And made with favorite words on a particular theme for easy recall.

The use of this medium is intended to search for the meaning of certain words through an interactive and communicative learning process. Below is an example of searching for the meaning of the word

Theme : Animal

Word wall : Lion, Tiger, Mouse, Snake, and Dog

Strategy : Guess the word

It is on the wall

It is a meat eater

It is the king of jungle

It is an animal

What animal is it ?

RESEARCH DESIGN

In conducting this study, the writer employed quantitative research through true experimental design with posttest only. Hatch and Farhady (1982) state, " In this design, there are two groups,

an experimental group which receives special treatment and control group which does not. The students are randomly assigned to one or other group and the decision as to which group will be experimental group is also decided randomly".

The population in this study were all students of 7th grade SMP Kristen Taraitak, Disctrict Langowan Utara that consists of one class only, with the 39 students. The sample in this study was one class randomly selected, and divided into experimental group and control group consisting of 15 students each group.

The research procedure follows the steps below:

1). Choose the two sample classes, one class is experimental group and the other one is control group.

2). Prepare the material to be learned

3). Give a treatment to experimental group by Word Wall Game Media, while the control group without Word Wall Game Media.

4). After several meetings, evaluating the two classes by giving test to both classes.

In analyzing the data the writer used test t-test formula to compare the ability of the two sample groups. Below is the test formula by Shavelson (1981 : 424).

$$t_{(obs)} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(n_1-1)\,s_1{}^2 + (n_2-1)\,s_2{}^2}{n_1 + n_2 - 2}\right]\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

where :

$\bar{x}_1$: Mean score of experimental group

$\bar{x}_2$: Mean score of control group

n_1 : total number of the experimental group

n_2 : total number of the control group

$s_1{}^2$: computation of variance of the experimental group

$s_2{}^2$: computation of the control group

In calculating the t-observed, the following formula must be used to find out the value
of the mean (α), standard deviation (S), and variance (S^2).

$$\bar{X} = \frac{\Sigma x}{n_1}$$

(Hatch and Farhady 1982 : 35)

$$S = \sqrt{\frac{\Sigma(X-\bar{X})^2}{n-1}}$$

(Hatch and Farhady 1982 : 54)

$$S = \frac{\Sigma(X-\bar{X})^2}{n-1}$$

(Hatch and Farhady 1982 : 60)

Where :

n = Number of sample

ΣX = Sum of all the X scores

$(X - \bar{X})$ = deviation of individual scores from the mean

FINDINGS AND DISCUSSION

The purpose of this research is to investigate the different the results of study between
two classes, experimental group by using word wall game media and control group without
using word wall game media. After giving the treatment, test followed with the result of
experimental group and control group presented in Table 1 below:

Table 1. Scores of the posttest from the experimental group and control group

Students (n_1)	Score (X_1)	Students (n_2)	Score (X_2)

1.	60	1.	60
2.	95	2.	70
3.	65	3.	55
4.	75	4.	75
5.	80	5.	80
6.	90	6.	70
7.	95	7.	50
8.	80	8.	60
9.	60	9.	55
10.	95	10.	75
11.	85	11.	60
12.	75	12.	65
13.	70	13.	85
14.	85	14.	70
15.	90	15.	45
$n_1 = 15$	$\Sigma X_1 = 1200$	$n_2 = 15$	$\Sigma X_2 = 975$

The scores of students in the experimental group where then put into a frequency table shown

in Table 2.

Table 2. Frequency distribution of the experimental group (X_1) and % , CF and CF %

Score interval	Tally	Frequency	%	Cumulative Frequency (CF)	Cumulative Percentage (CF %)
90-95	llll	5	33	15	100
80-85	llll	4	26	10	67
70-75	lll	3	20	6	41
60-65	lll	3	20	3	21

Table 2 above shows the score of the students of the experimental group. There were 5 students or 33% from 100% students got 90-95; 4 students or 26% who got 80-85, 3 students or 20% who got 70-75, 3 students or 20% who got 60-65. Table 3 shows the scores of students in the control group depicted in a frequency table.

Table 3. (The frequency distribution of the control group (X_2) and %, CF and CF %)

Score interval	Tally	Frequency	%	Cumulative Frequency (CF)	Cumulative Percentage (CF %)
80-85	ll	2	13	15	100
70-75	llll ⟍	5	33	13	87
60-65	llll	4	26	8	54
50-55	lll	3	20	4	28
40-45	l	1	6	1	8

Table 3 shows the score of the students of the control group. There were 2 students or 13% from 100% who got 80-85, 5 students or 33% who got 70-75, 4 students or 26% who got 60-65, 3 students or 20% who got 50-55, and 1 students or 6% who got 40-45.

The mean, standard deviation and variance of both experimental and control groups were statistically calculated. For the experimental group: the mean is 80, the standard deviation is 12.24, and the variance is 150. For the control group: the mean is 65,the standard deviation is 11.33, and the variance is 128.5.

To test whether there is a significant difference between the two groups, the appropriate values on the table 4 and 5 were calculated by inserting them into the following formula :

$$t_{\overline{x}_1-\overline{x}_2}^{(obs)} = \dfrac{\overline{X}_1 - \overline{X}_2}{\sqrt{\left[\dfrac{(n_1-1)S_1^2 + (n_2-1)S_1^2}{n_1+n_2-2}\right]\left[\dfrac{1}{n_1} + \dfrac{1}{n_2}\right]}}$$

The calculation of statistical analysis is based on the following criteria. In order to accept or reject the null hypothesis:

$H_O : u_1 = u_2$

$H_1 : u_1 > u_2$

$u_1 \vDash u_2$

Criteria of rejecting H_o :

1.Accept H_O if the t-observed value is < than the critical value at $\alpha = 0,05$

2.Reject H_o if the t-observed value is ≥ than the critical value at $\alpha = 0,05$

In order to decide whether then hypothesis is accepted or rejected, the value of the t-observed must be compared to the critical value of t. First step that has been done is to determine the number of degree of freedom (*df*). There is the way to find the value of degree of freedom (*df*) according to Shavelson (1981 : 427): df = $n_1 + n_2 - 2$ with the result of 28. The next step is to find the critical value t for 28 degree of freedom the significance alpha α is 0.05.

$t_{crit}(\alpha . df)$

$t_{crit}(0,05 . 28)$

$t_{obs} \geq t_{crit} (3.50 \geq 2.00\ \alpha . 0.05 . 28)$

The result shows that the alternative hypothesis H_1 was accepted and the null hypothesis H_0 was rejected. The analysis indicates that the value of t-observed is higher than t-critical value

of t at alpha (α) = 0.05. It means that there is a significant difference between students who got special treatment experimental group using word wall media and who did not control group without word wall media. The results above show that there is a significant difference between the understanding of the students, who studied vocabulary by using word wall game media and those who did not.

CONCLUSION

Based on the findings and discussion above, it could be concluded that teaching vocabulary by using word wall game media is considered more effective for the students. Word wall media is a learning media that will help and encourage students to be more active during the teaching and learning process. Using word wall media then learning vocabulary in the classroom will take place with communicative and fun activities, so that students will understand the vocabulary as they continue to exist in their memory and also easy to use.

SUGGESTION

Based on the conclusions, it could be suggested:

1. The English teachers are advised to use word wall media in teaching students vocabulary, so that students will better understand the vocabulary quickly and appropriately.

2. The English teachers must be creative in teaching students English vocabulary, to always create a fun and not boring in learning.

3. Teachers of English should also try to find and use other learning strategies which may also increase students vocabulary comprehension.

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