

**IMPROVING STUDENTS' VOCABULARY MASTERY BY USING  
WORD WALL OF THE MATTAYUM 1/3 OF SANTI VITTAYA SCHOOL,  
KRABI THAILAND IN 2017/2018 ACADEMIC YEAR**

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***ABSTRACT***

Vocabulary becomes one difficult aspect to learn by the students in Thailand, in Mattayum 1/3 class of Santi Vittaya School exactly.

As the preliminary study, it was found that the students unable to use English well. They found difficulty when they wanted to say something in English or heard the English teacher and the researcher used English language, it was indicated that they were lack of vocabulary mastery. Therefore, it is important to do a research entitle "**Improving Students' Vocabulary Mastery by Using Word Wall of Mattayum 1/3 Students.**"

In this research, the problem is "How can the use of Word Wall improves the vocabulary mastery of Mattayum 1/3 students of Santi Vittaya School?" and the objective of this research is to improve students' vocabulary mastery.

The design of this research is classroom action research. The research subject is Mattayum 1/3 class consists of 36 students. The data collected by using vocabulary test and field note. In order to analyze the data of students' vocabulary test score, mean scores and percentage formula is used.

It was used two cycles which consisted of four meetings. The implementation of word wall is stick the keywords of a topic of a material on the wall or board. The students were enthusiastic and active to learn English vocabulary by using this learning media.

It could be seen in appendix 31 that the result of cycle 2 had achieved the criteria of success. Word wall improved the students' vocabulary mastery in two cycles from the percentage of the students' score  $\geq 65$  (E= 58.33 %) in cycle 1 to (E= 72.2%) in cycle 2.

It is concluded that Word Wall can improve the Mattayum 1/3 students' vocabulary mastery of Santi Vittaya School, Krabi Thailand in the 2017/ 2018 academic year by sticking the cards or papers which contain of the keywords of the material topic on the wall or board.

**Key words:** Vocabulary Mastery, Word Wall

**MENINGKTKAN PENGUASAAN KOSA KATA SISWA DENGAN  
MENGUNAKAN WORD WALL PADA SISWA MATTAYUM 1/3 SEKOLAH  
SANTI VITTAYA, KRABI THAILAND PADA TAHUN AJARAN 2017/2018**

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**ABSTRAKSI**

Kosa kata menjadi salah satu aspek yang sulit untuk dipelajari oleh siswa di Thailand, di kelas Mattayum 1/3 pada Sekolah Santi Vittaya.

Seperti pada penelitian awal, telah didapatkan bahwa siswa-siswa tidak mampu menggunakan bahasa Inggris dengan baik. Mereka kesulitan ketika mereka ingin mengatakan sesuatu menggunakan bahasa Inggris atau mendengar ketika guru bahasa Inggris dan peneliti berbicara menggunakan bahasa Inggris. Hal ini mengindikasikan bahwa mereka kekurangan dalam hal penguasaan kosa kata. Oleh karena itu, penting untuk melakukan penelitian yang berjudul **“Meningkatkan Penguasaan Kosa Kata Siswa Dengan Menggunakan Word Wall Pada Siswa Mattayum 1/3.”**

Pada penelitian ini, rumusan masalahnya adalah “Bagaimana Bisa Penggunaan Word Wall Dapat Meningkatkan Penguasaan Kosa Kata Siswa Pada Siswa Mattayum 1/3 Di Sekolah Santi Vittaya?” dan tujuan dari penelitian ini adalah untuk meningkatkan penguasaan kosa kata siswa.

Desain penelitian ini adalah penelitian tindakan kelas. Subjek penelitian ini adalah kelas Mattayum 1/3 yang terdiri dari 36 siswa. Pengumpulan data dilakukan dengan menggunakan tes kosa kata dan catatan lapangan. Untuk menganalisis data dari tes kosa kata siswa menggunakan nilai rata-rata dan rumus persentase.

Dalam penelitian ini menggunakan dua siklus yang terdiri dari empat pertemuan. Penerapan word wall adalah dengan menempelkan kata kunci dari sebuah topik materi pada dinding atau papan tulis. Para siswa antusias dan aktif untuk belajar kosa kata bahasa Inggris dengan menggunakan media pembelajaran ini.

Hal ini dapat dilihat pada lampiran 31 yang menyatakan bahwa hasil pada siklus 2 telah mencapai kriteria kesuksesan. Word wall meningkatkan penguasaan kosa kata siswa pada dua siklus, nilai persentase siswa  $\geq 65$  pada siklus pertama ( $E= 58.33\%$ ), sedangkan pada siklus kedua adalah ( $E= 72.2\%$ ).

Dapat disimpulkan bahwa Word Wall dapat meningkatkan penguasaan kosa kata siswa sekolah Santi Vittaya, Krabi Thailand pada tahun ajaran 2017/2018

dengan cara menempelkan kartu atau kertas yang bertuliskan kata kunci dari topik materi pada dinding atau papan tulis.

**Kata Kunci: Penguasaan Kosa Kata, Word Wall**



## INTRODUCTION

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. For a native speaker, learning vocabulary is easy to learn, but for the students who are not a native speaker, it may not be easy to learn English vocabulary. The same thing is also happened in one school in the South Thailand, Ao Loek Krabi exactly. The name of school is Santi Vittaya School. The instruction of English language in that school is minimum. Because as the researcher's experience of teaching practice there, English becomes one unfavorite subject in that school. Students at Mattayum 1/3 are low interest to learn English. They have difficulties in understanding English. Based on the interview to the headmaster and English teacher said that those class had a problem of master English, vocabulary exactly, such as the students felt difficulty to answer when the English teacher asked about the meaning of words. They also less interest when they had to study English especially when they had to memorize vocabularies. This is become the serious problem for English teachers there. If they do not rich of teaching strategy, teaching English will be troublesome and laborious for them, because English is refused by the students there.

In this research, it presents a media to improve student's vocabulary mastery for Mattayum 1/3, namely "Word Walls". This media is designed to make student easier to understand and remember all of vocabularies they want to know and learn.

## **RESEARCH METHOD**

The researcher use classroom action research to overcome the students' vocabulary problem that arouse in the class. The purpose of classroom action research is to improve the educational practice, include the student's ability and the teaching learning process. Improving this qualities is need collaboration and cooperation with the teacher in the class. Therefore, this research is intended to improve the student's vocabulary mastery by using word wall at Santi Vittaya School, Krabi Thailand in 2017-2018 academic year.

Based on the research design, the action of the research are implemented in four stages, in which explained by Kemmis and Mc. Taggart (1998:68 in Suharsimi, 2013: 137). They are: the planning of the action, the implementing of the action, Observing, and reflecting the action. The four stages in each cycle are discussed one by one in the following section. Before the researcher starts the research, the researcher held the step of preliminary study, such as the objective, data collection technique, data resources and result. The objective of the preliminary study is to get information of students' problem about mastering English vocabulary.

In this research, interview was used as the data collection technique. Based on the fact finding through interview that was done on July 3<sup>rd</sup>, 2017. The researcher interviewed the headmaster to find out the quality of English learning in seventh grades students and the problems in mastering English subject, vocabulary mastery exactly. Besides, the researcher also interviewed the English teacher of the seventh grades classes in Santi Vittaya School to find out and identify the problems in vocabulary mastery.

The data resource obtained from headmaster, English teacher and student. The data resource found that the mean score of this class was 50 whereas the standard score of English in the school was 65. From the total number of the subjects are 36 students. There were only 15 (42%) of the students who reached the standard score, while others 21 (58.3%) failed. It means that the students' vocabulary achievement was still low.

The result of the interview to English teacher, showed that the students' vocabulary mastery needed to be improved. These finding motivated the researcher to conduct the research. After doing the preliminary study, it was conducted the cycle of the research, such as:

1). Planning the action covers the activities applied on the actions of the research. The following activities are: choosing the themes based on Access 1 Students' Book, such as Days of the Week, Parts of Body, Countries and Nationalities, Subject/Object Pronoun and Rooms, Furniture and Appliances; constructing the syllabus; designing the lesson plan that will be used to teach the students at Mattayum 1/3; preparing the word walls media; preparing the way to score the students' vocabulary test; and constructing the vocabulary test measure vocabulary achievement of the students.

2). The implementation of this research is carried out during the school hours, in the first semester of 2017-2018 academic year. The researcher plans this research in a cycle with four meetings. It is carried out within 6 weeks. In cycle I, the teacher conducts the following steps: explain the use of word walls in teaching learning vocabulary; asks the students to pay attention to the explanation about the material given through word wall; teacher sticking the words with different themes on the

wall; teacher gives the instruction to students to make a small group activity in class; the group divide into 6 parts which each group do the same activities that is memorizing the words stick on the wall; teacher gives instruction to memorizing the word using timer; the activities continue with the same technique; each student selects one of word from the word wall and matching the word with the picture provided; students present the picture and spelling the words in front of their friends; the winner group gets a point for a correct word and picture; ask the students to do the task in the form of vocabulary exercise.

3). In the research, observation is very important to control the student's activities and application of the research actions. The data that collected in this step about planning and acting that already made, and the effect to the process and instructional result which is collected by research instrument that is developed by the researcher. The instrument is used to collect the data that is field note.

4). In this stage, the researcher evaluates the result of the action in order to know whether it had reached the criteria of success or not. In this research, the researcher evaluated the implementation of word wall in helping students' vocabulary mastery. If the action had reached the criteria of success, the researcher can stop the action. But if the criteria of success has not reached yet, the study should be continuing to the next cycle.

The data analysis is used in this research is in the form of quantitative and qualitative. The collected data from field note in each cycle is analyzed qualitatively. Meanwhile, the data from the students' vocabulary test in each cycle is analyzed quantitatively. Then, the result is analyzed qualitatively by using mean score formula and percentage formula to answer the problem research.

The subject of this research are Mattayum 1/3 students of Santi Vittaya School, Krabi Thailand in the 2017-2018 academic year. The researcher select Mattayum 1/3 class because based on the observation directly to each class, in fact that Mattayum 1/3 has lower score than Mattayum 1/4. It is proven by the list of students' scores of Mattayum 1/3 and Mattayum 1/4 which are acquired by the researcher when conducted the teaching practice there.

The research was conducted in Santi Vittaya School, Krabi Thailand. Because the researcher had been carrying out the practice teaching (KKN-PPL Thailand) in that school for about 5 months. During the practice teaching, the researcher was given a job to teach some classes, including Mattayum 1/3 and 1/4. From that, it was found that the score of students at Mattayum 1/3 is lower than Mattayum 1/4. So that is why, it was decided to choose Mattayum 1/3 to be the object of the research.

The criteria of success are used to find out whether the goal of the action is achieve or not. The criterion of success is determined by considering the students ability based on pre-test on preliminary study. This research is supposed to be successful if the average score is  $\geq 65$ . And field note is the data to support the successful of this research.

In this research, the instrument used by the researcher is written test. The test is objective test with the type of multiple choices. The test is held to assess the students' competence on vocabulary achievement. As Arikunto (2013:193) states that test is a set of questions or other instrument used to measure skill, aptitude, knowledge and intelligence of individual or groups The test in this research is an objective test, i.e. multiple choices. It is given in the form of choosing words. The



test items are consists of 40 items with equal distribution of each indicator. The indicator is about noun which is covered by Access 1 Students' Book. The item is multiple choices that cover 5 themes that are about Days of the Week, Parts of Body, Countries and Nationalities, Subject/Object Pronouns and, Rooms, Furniture and Appliances,

In this research, the researcher used non-systematic observation in the form of field note. As Ary (2010: 435) states that the most common method of recording the data collected during observation is field notes.

The researcher gives the test to the students to know whether or not the test is valid and reliable. This first step is scoring the students' answers by analyzing them. Second is scoring the difficulty level and discriminating power of the best item. In this research, there are 4 kinds of item analysis: difficulty level, discriminating power, validity and reliability of the test. To know whether the items are good or not, the item or the test analyzed by using index difficulties level and discriminating power. The result of the test is group into three:

a) Lower group 50%

b) Upper group 50%

(Purwanto, 1985:111)

In this research, the researcher use 40 items. It cause some items were omitted and it means that the items are too difficult or too easy. In this case the researcher used internal and external validity, which the internal validity is used content validity, because the test items based on students' book. And the external validity, the items of tryout test is correlated with students' score of daily test of English, to know the validity of items of tryout test.

No.	Basic Competence	Indicators	Item Numbers
1.	Compose oral and written text to declare the name of days, months, name of time in a day, time in the form of numbers, date and year, with correct linguistic elements and contextual.	- Days of the Week	1, 2, 3, 4, 5, 6, 7
2.	Compose oral and written text to declare and enquire the name of animal, thing and public building which is close to students' daily life, due regard to social functions, with correct linguistic elements and contextual.	- Rooms, Furniture and Appliances	26, 27, 28, 29. 30. 31. 32. 33. 34. 35
3.	Compose written and oral description text, in a short and simple, about people, animal, thing due regard to social functions, structure of text, and linguistic elements, correctly and contextual.	- Subject/Object Pronouns	36, 37, 38, 39, 40, 41, 42, 43, 44, 45 8, 9, 10, 11, 12, 13, 14, 15
4.	Compose oral and written text to declare and enquire the name of countries and nationalities, with correct linguistic elements and contextual.	- Parts of Body - Countries and Nationalities	16, 17, 18, 19, 20, 21, 22, 23, 24, 25

Besides, based on the calculation of the external validity between students' tryout scores and students' daily test scores by using product moment formula, there is a coefficient correlation of the test is 0.82. And it can be concluded that the test is valid because  $R_{table} 0.31 < 0.82$ .

A reliable test is consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield similar result (Douglas. 2003: 19).

To identify whether the test is reliable or not, it is analyzed instrument uses two steps, this research using Product Moment formula and Spearman Brown formula.

The formula as follows:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\} \{N(\sum Y^2) - (\sum Y)^2\}}}$$

Notes:

$r_{xy}$  : the coefficient of correlation

N : total number of respondent

$\sum X$  : odd number of items

$\sum Y$  : even number of items

$\sum X^2$  : the total of X square

$\sum Y^2$  : the total of Y square

(Arikunto, 2013:317)

The criteria of correlation coefficient are as follows:

0.00-0.20 : very low

0.21-0.40 : low

0.41-0.70 : medium

0.71-0.90 : High

0.91-1.00 : very high

(Purwanto, 1985:137)

Based on the calculation of the tryout result, it is know that the reliability of the test is 0.78. It means that the test is reliable in high category.

Therefore, the researcher will get  $r_{xy}$  (coefficient correlation of test item).

The last step is put  $r_{xy}$  into reliability formulation by Spearman-Brown as follow:

$$r_{11} = \frac{2 \times r_{\frac{1}{2}}}{1 + r_{\frac{1}{2}}}$$

Note:

$r_{11}$  : Reliability instrument

$r_{\frac{1}{2} \frac{1}{2}}$  : Correlation index between two split of instrument

(Arikunto, 2010:223)

Based on the calculation, the reliability of the test is 0.87. It can be concluded that the test is reliable. Refers to the result of the reliability, it is concluded high correlation.

## **THE RESULT OF THE RESEARCH**

The research was done at Santi Vittaya School, Krabi Thailand on 2017-2018 academic year. The research was done in two cycles. In the first cycle held on August 1st, 2017 was the first meeting, August 4th, 2017 was the second meeting, August 8th, 2017 was the third meeting, August 11th, 2017 was the fourth meeting, August 15th, 2017 was the test in the cycle 1. The second cycle did on August 22nd, 2017 was the first meeting, August 25th, 2017 was the second meeting, August 29th, 2017 was the third meeting, September 5th, 2017 was the fourth meeting, September 8th, 2017 was the test in cycle 2.

Based on the result of the preliminary study that from 36 students, there were 13.88% or 5 students got score  $\geq 65$  and 86.12% or 31 students got score  $\leq 65$ . And the result data in the percentage of the frequency and classification of score there were: students that categorized good was 13.88 %, the students that categorize fair was 5.55 %, the students that categorized poor was 33.33 %, the students that categorized very poor was 47.22%. The average score of the preliminary study was 50.55.

Based on the vocabulary achievement test result of cycle 1, it can be concluded that the standard requirement of the mean score of the student in vocabulary achievement was not achieved yet. In the cycle 1, there were some problems and notes were as follows: First, it was the first time for Mattayum 1/3 students used word wall in study about English vocabulary. And they still had difficulties to follow the teacher instruction. Second, the student were less guided in doing the task from the teacher. Third, the students felt difficult to understand the teacher's language. The students had problems in interpret the meaning of the words in the students' worksheet. It indicated that students still lack of vocabularies.

Since the result of the action in cycle 1 had not achieved the objective of the research yet, the action in cycle 2 was implemented. In cycle 2, the teacher was given more explanation about the material that had been given in cycle 1, but in different ways. If in the cycle 1, the teacher only show the picture of a body of man with brief explanation, then in the cycle 2, the teacher taught slowly and let the students asked about the material more. The teacher also gave the brain storming such as sing a "Head, Shoulder, Knees and Toes" song and Simon Says game.

Based on the result of vocabulary test, it was found that the percentage of students score who got >65 in cycle 1 was 58.33%. As mentioned before, the vocabulary test had reached 65 or more. It means that the target score requirement in this research had not been achieved yet.

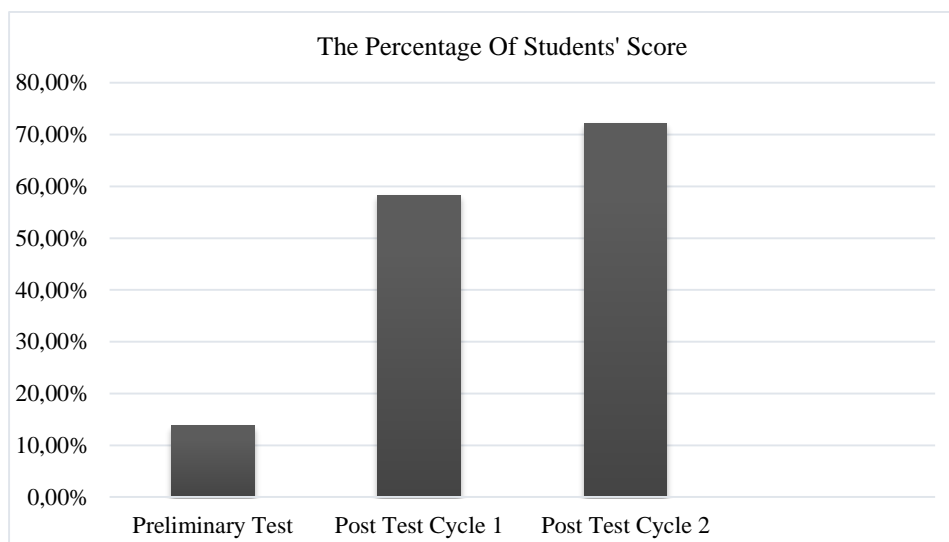


Diagram 4.1 Percentage of Students' Vocabulary Score in Cycle 1 and Cycle 2

## CONCLUSION AND SUGGESTION

### CONCLUSION

Based on the results of improving students' vocabulary mastery through word wall that were done in cycle 1 and cycle 2, the use of word wall could improve the Mattayum 1/3 students' vocabulary mastery at Santi Vittaya School, Krabi Thailand in the 2017/2018 academic year.

It can be seen from the students' enthusiasm when they study about vocabulary through word wall. The learning process is not only focused on teacher centered learning, but it is also required the students engagement in a whole the activities in the class in using word wall. Besides, it is also can be said that this learning media is able to improve the students' vocabulary, because in this learning media there is a social interaction, either interaction between teacher and students, and also the interaction between the students themselves. Even the students still lack of vocabulary, but by the interaction, it can help the students to understand

more about the meaning of words, the spelling of words and it is make the students easier to learn and memorize the vocabularies by using word wall. Furthermore, word wall gave a new atmosphere in the class, because word wall provided different appearances and view, so the students felt more interested and attracted to study vocabulary.

## **SUGGESTIONS**

By considering the result of the research, some suggestions are given to the English teacher, the students and other researchers.

### **1. The English Teacher**

Word wall can improve the students' vocabulary mastery, so the English teacher is suggested to apply word wall when teaching vocabulary or other aspects or skills in the classroom.

### **2. For the students**

Word wall is an interactive and attractive way in learning vocabulary because this learning media makes all students participated and practice it directly. It trains students to read and write the vocabulary they do not know before, so that the students can understand the meaning, knowing the spelling and also memorize the meaning of the words based on their own perceptions. It is also can practiced at home, not only in the class. So the students can learn about vocabulary by themselves.

### **3. The Other Researcher**

This research applies Classroom Action Research in the way of implementing word wall to enhance students' vocabulary mastery. Other researchers are suggested to:

1. Conduct a classroom action research to increase the teacher strategy by using word wall in teaching learning process, especially in learning vocabulary.
2. Conduct word wall by using another research design

