THE EFFECT OF WORD WALL USAGE ON STUDENTS
VOCABULARY SIZE AT MTs AN-NUR PALANGKA RAYA

BY
NORLIANA ASTRIA SUSANTI

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
2018 M / 1440 H

# THE EFFECT OF WORD WALL USAGE ON STUDENTS VOCABULARY SIZE AT MTs AN-NUR PALANGKA RAYA

THESIS

Presented to
Stated Islamic Institute of Palangka Raya
in Partial Fulfillment of the Requirements
for the Degree of Sarjana in English Language Education

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STUDY PROGRAM OF ENGLISH EDUCATION
2018 M / 1440 H

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MOTTO AND DEDICATION

"...My family is number One for my life…"
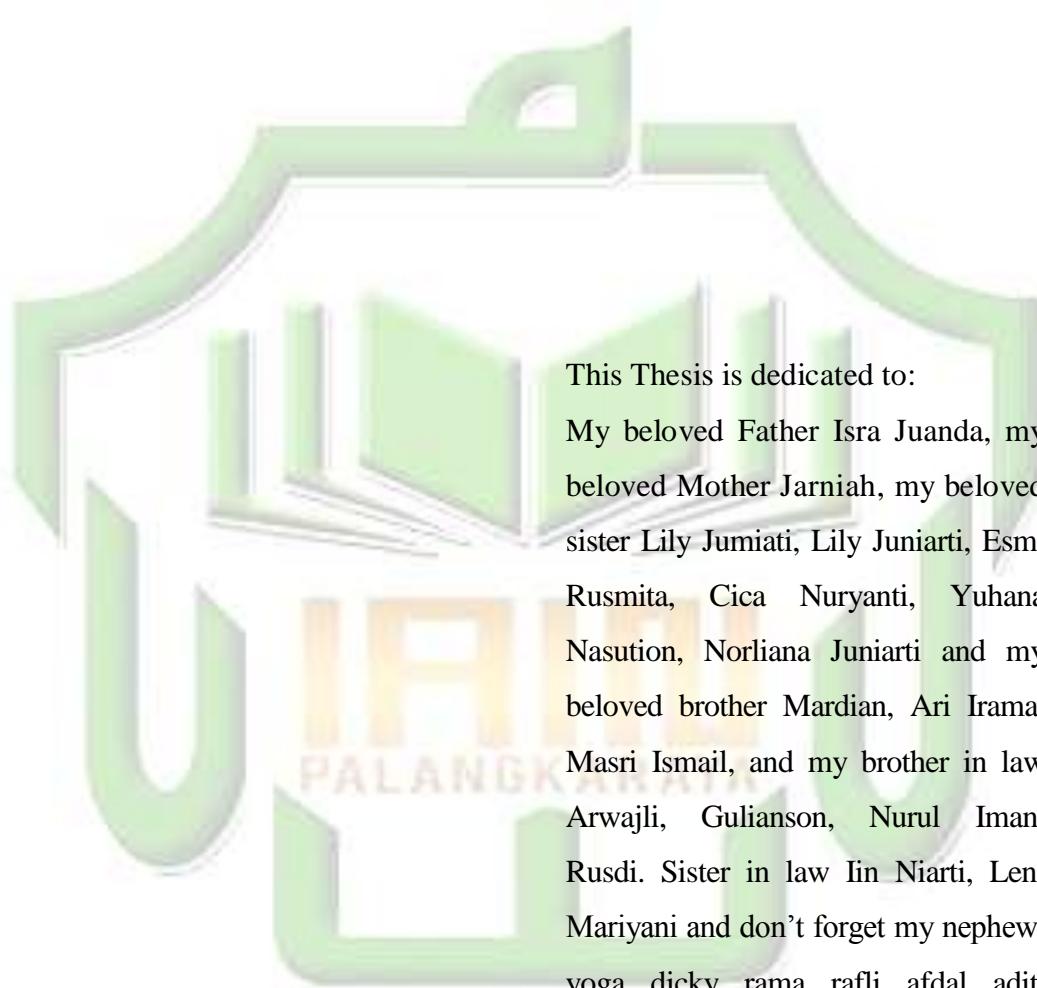
This Thesis is dedicated to:

My beloved Father Isra Juanda, my beloved Mother Jarniah, my beloved sister Lily Jumiati, Lily Juniarti, Esmi Rusmita, Cica Nuryanti, Yuhana Nasution, Norliana Juniarti and my beloved brother Mardian, Ari Irama, Masri Ismail, and my brother in law Arwajli, Gulianson, Nurul Iman, Rusdi. Sister in law Iin Niarti, Leni Mariyani and don't forget my nephew, yoga, dicky, rama, rafli, afdal, adit, alfariji, Azmi. My niece Astrid, Halimah, Zaskia, Sinta, Monik, Talita, Zahwa. Dear Eko Candra. For their valuable endless prayer, material, time, sacrifice, patient and support. Thank you very much.

DECLARATION OF AUTHORSHIP

In the name of Allah,

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STUDENTS VOCABULARY SIZE AT MTs AN-NUR

PALANGKA RAYA

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequenses that may be imposed to me.

Palangka Raya, October, 26th 2018

My Own Declaration,

Norliana Astria Susanti
SRN.1201120812

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ABSTRACT

Susanti A N. 2018. *The Effect of Word Wall Usage on Students Vocabulary Size at MTs An-Nur Palangka Raya.* Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education State Islamic Institude of Palangka Raya. Advisor (I) Hj. Apni Ranti, M. Hum; (II) Hesty Widiastuty, M.Pd.

Key words: *Vocabulary, Word Wall technique, Quasi Experimental Design.*

This study aimed to measure the effect of using word wall technique on vocabulary size. This study was conducted at MTs An-Nur Palangka Raya academic year 2018-2019 as the subject of the study. The subject of this study consisted of 60 students' of seven grades.

The research used quantitative approach in finding out the answer of the problem of the study, technique of the data collection used test. The design of the study was quasi-experimental design where the writer used nonrandomized control group pre-test, post-test design with a kind of treatment. The sample of study was determined using cluster sampling technique. There were two classes, namely VIII-A as experiment class (taught by word wall) with the total number of 30 students and VIII-B as control class (without word wall) with the total number of 30 students. The researcher gave pre-test and post-test to both groups.

After getting the data were from pre-test and post-test, the researcher analyzed the data using SPSS 16. Program to tes the hypothesis stated based on the result of analysis, it was found that the value of t_{test}=3.892 with t_{table}=1.671 at 5% level of significance and t_{table}=2.390 at 1% level of significance with degress of freedom=58. It showed that the t_{test} was higher than the t_{table}. The result of testing hypothesis determined that the Alternative Hypothesis (H_a) stating that there was significant effect of using word wall technique toward the students vocabulary size at the seven graders of MTs An-Nur Palangka Raya was accepted and the Null Hypothesis (H_0) stating that there was no significant effect of using word wall technique toward the students vocabulary size at the seven graders of MTs An-Nur Palangka Raya was rejected. It meant that there was significant effect of using word wall technique toward the students vocabulary size at seven graders of MTs An-Nur Palangka Raya.

ABSTRAK

Susanti A N. 2018. Pengaruh Penggunaan Kata Dinding pada Ukuran Kosa Kata Siswa di MTs An-Nur Palangka Raya. Skripsi Tidak Untuk Dipublikasikan. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan Intitut Agama Islam Negeri Palangka Raya. Pembimbing (I) Hj. Apni Ranti, M.hum; (II) Hesty Widiastuty, M.Pd.

Key words: *Kosa Kata, Teknik Kata Dinding, Bentuk Quasi-Percobaan*

Penilitian ini bertujuan untuk mengetahui ukuran kosa kata siswa kelas VII menggunakan teknik kata dinding. Penelitian ini dilaksanakan di MTs An-Nur Palangka Raya tahun pelajaran 2018/2019 sebagai subjek penelitian. Subjek dari penelitian ini berjumlah 60 siswa kelas VII.

Dalam penelitian ini, penulis menggunakan pendekatan kuantitatif untuk menemukan jawaban dari penelitian, teknik pengumpulan data menggunakan tes. Jenis penilitian ini menggunakan kuasi-eksperimen desain, peneliti menggunakan desain kelompok kontrol tidak acak *pre-test*, *post-test* dan *treatment*. Penentuan sampel dengan menggunakan teknik cluster sampling. Ada dua kelas dalam penelitian ini, kelas eksperimen VII-A (mengajar menggunakan kata dinding) dengan jumlah 30 siswa dan VII-B sebagai kelas kontrol (tanpa kata dinding) dengan jumlah 30 siswa untuk masing masing kelas. Peneliti memberikan *pre-test* dan *post-test* untuk kedua kelas.

Setelah mendapatkan data dari *pre-test* dan *post-test*, peneliti menganalisis data menggunakan program SPSS 16 untuk menguji hipotesis yang dinyatakan berdasarkan hasil analisis, ditemukan bahwa nilai t_{tes}=3.892 dengan t_{tabel}=1.671 pada 5% dan tingkat siknifikansi t_{tabel}=2.390 pada 1% tingkat siknifikansi dengan degress of freedom=58. Ini menunjukan bahwa ttest lebih tinggi dari pada t_{tabel}. Hasil penguji hipotesis ditentukan bahwa hipotesis alternatif menyatakan bahwa ada pengaruh yang signifikan menggunakan teknik dinding kata terhadap ukuran kosa kata siswa di kelas tujuh MTs An-Nur palangka Raya diterima dan hipotesis nol menyatakan bahwa tidak ada efek signifikan menggunakan teknik dinding kata terhadap ukuran kosa kata siswa kelas tujuh MTs An-Nur Palangka Raya ditolak. Ini berarti bahwa ada pengaruh yang signifikan menggunakan teknik dinding kata terhadap ukuran kosa kata siswa pada siswa kelas tujuh MTs An-Nur Palangka Raya.

ACKNOW LEDGEMENTS

7. All lecturers of Study Program of English Education for their valuable knowledge.

8. Rus'ansyah, S.Ag, M.Pd, as Headmaster of MTs An-Nur Palangka Raya for his permission to take research at the school.

9. Shelvia Herima, M.Pd, as the English teacher of MTs An-Nur Palangka Raya for his suggestion and help.

10. All of Study Program of English Education, especially the 2012 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish my study.

11. Beloved parents, beloved sisters and brother for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all. *Aamiin.*

The researcher hopes this thesis can give some benefits for the readers. The researcher also realized that this thesis is still far fro the perfect, therefore some constructive critics and suggestions are warmly welcome. Hopefully, may Allah SWT., always keep us on the straight path and reward us for what we have done and this could be useful for all of us.

Palangka Raya,October, 26th 2018

The Researcher

<u>Norliana Astria Susanti</u>

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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, problem of the study, objective of the study, significance of the study, variable of the study, definition of key Terms, hypotesis of the study, scope and limition, and framework of the discussion.

A. Background of the Study

In the context of English learning, the students learn some skills (listening, speaking,reading, and writing) and components such as grammar, vocabulary, and pronunciation. Mauludiyah (2014:1) among the four language skills, speaking is the important skill for English language learning,because Speaking is the way to communication orally from the speaker to the listener.Someone who speaks they should be able to express their feeling to get the language or communication. By this communication means the people can interact toother by the language.But, beside that someone must know and master vocabulary also. Mauludiyah (2014:4)

Endah (2013:2) states vocabulary is the most important thing in language learning especially English. We cannot speak,write,and understand what we read and listen without vocabulary. Mastering vocabulary is a basic matter in learning a foreign language. In another word in every skill needs vocabulary first.In speaking skill, the students often find some problems which are faced

by poor learners in learning English as a foreign language. First, students cannot sustain spoken interaction beyond short segments. Second, students experience frequent communication breakdowns and misunderstandings. Third, students lack of vocabulary that is needed to talk about common utterances. Fourth, students speak slowly and take too long to compose utterances. The last, students cannot participate actively in conversation. Seventh, their spoken English does not sound natural (Juwita 2015:2). So that's way, there are several reasons why vocabulary the building blocks of language is regarded as an important component of language. Firstly, without a rich vocabulary no meaningful communication can take place as communication competence relies heavily on vocabulary Even, to acquire a language words need to be known and that a good stock of vocabulary is the key to using the language effectively. Secondly, vocabulary knowledge is important role in improving speaking skill (Nation 2001).

From the statements above, the researcher could take conclusion that vocabulary gives great impact to students' speaking. Vocabulary has actually an important role in improving speaking skill. It is basis of language.

In communication, the most important items that have to be mastered by English language learners are vocabularies, because they will not be able to state their ideas with limited vocabularies. It actually has become the major problem in speaking or interacting with others, for example, how to understand the news or cast on the radio, TV and other media if they have limited vocabulary".

Based on pre observation, the researcher find some problem on English vocabulary. For example: Some of the students know the vocabulary, but they do not know how to use it correctly. The students have lack of vocabulary, because they are not interested in mastering vocabulary. Most of the students are not interested in learning the vocabulary, because the stimulates and motivates the students in mastering the vocabulary. That is why teacher must have a strategy in teaching vocabulary so that students can easily memorized and teach. Strategy for vocabulary especially in teaching vocabulary such as word wall.

According to Allen, Word wall was composed of early literacy too typically organized in alphabetical order roommates collection of words were displayed in large letters on a wall visible, bulletin boards, or other surface displayed 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. Other definition of word wall, according to Galih, word wall was designed to be an interactive tool for students or other to use and contains an array of words that can be used during writing or reading.Then, according to Allen, word walls could work in a variety of ways to support reading, writing and talk in classrooms.

Other benefit a word wall serves a variety of purposes, included the following:

1. Provides a visual for students that help them to remember words.

2. Serves as an important tool for helping students learn to read.

3. Foster student independence.

4. Promotes reading and writing.

Based on the problem above, the researcher would like to conduct the study with the title : **THE EFFECT OF WORD WALL USAGE ON STUDENTS VOCABULARY SIZE AT MTs AN-NUR PALANGKA RAYA.**

B. Problem of the Study

Based on the background of the study above, the researcher formulate the problem of this research as follow: Does teaching English used word wall gave significant effect to the vocabulary size of the seven grader of MTs An Nur Palangka Raya?

C. Objectives of the study

To find out there is significant effect used word wall at the seventh grade students of MTs An Nur Palangka Raya or not.

D. Significance of the Study

The study is expected to gave both theoretical and practical contribution.

1. Theoretically   : The result of this study is expected to gave worthy contribution for the science in teaching and learning vocabulary, especially for college learners. Because vocabulary is very important in learning English. The information about strategies in learning vocabulary can make people who are interested in learning English understand and know the various learning strategies used by students who are good in vocabulary mastery when they learn vocabulary.

2. Practically : This study can be useful for students and English teacher.

   a. For students, it can develop and apply students' building strategies, especially in learning vocabulary that can solve

vocabulary learning's problems. So, they can be easier, more interested in learning vocabulary, and become independent learners. Further more, they can also show the better performance in speaking activities.

b. For English teachers, this research can enable teachers to design appropriate materials and activities that suitable for them in order to improve their vocabulary learning. So, it can help English teacher in the process of teaching and learning, especially in vocabulary aspect which can improve students' motivation in learning English.

c. Advantages this research for reader are to describe the problem of students' in vocabulary and for compare this research and other research.

E. Variable of the Study

According to Ary (2010:652), et al., variable is a representation of a construct that takes on a range of value. Variable is a typical that might fifer from individual to entity to entity or from group to group.

When one variable affects a second variable, the first variable is called an independent variable, and the second is called a dependent variable. (Nunan 1992:232-233) Following them:

1. The independent variable of study (X) is word wall

2. The dependent variable of the study (Y) is student's score of vocabulary

F. Definition of Key Terms

There are some key terms In this study which are clarified in other to avoid misunderstanding about terms:

1. Effect was result or consequence of an action.

2. Technique was one way or tool used by teachers in presented the learning when teaching materials that were easy to understand and draw the attention of their students.

3. Vocabulary was a word that had meaning and was used to convey a language so that when the word arranged such that formed the wording in accordance with the grammar.

4. Quasi experimental design was a study which aimed at examining where there was or not the relation of cause and effect between the intentional treatment and the effect after giving the treatment.

5. A word wall is an organize collection of words prominently display in a classroom. This display use as an interactive tool for teaching reading and spelling to children's.

G. Hypothesis

There are two hypotheses in this study, the alternative hypothesis (H_a) and null hypothesis (H_o). Alternative hypothesis is the one of the researcher want to be true, and the null hypothesis is the opposite. They are:

1. Alternative hypothesis (H_a)

H_a: There is significant effect in teaching English using word wall to the students vocabulary.

2. Null hypothesis (H_o)

H_o: There is no significant effect in teaching English using word wall to the students vocabulary.

H. Scope and Limitation

In this study, the researcher makes scope and limitation in order to make the research focus to answer problem of study, they are:

1. The subject of this study is of An Nur Palangka Raya in Academic year 2018/2019.

2. This study only limited on English vocabularies (verb and noun) using word wall.

   - Verb: Cooking, Reading and Swimming.

   - Noun: Book, Car and Table.

I. Framework of the discussion

The framework of the discussion of the study were:

Chapter I : Introduction that consisted of the background of the study, the problems of the sudy, the objectives of the study, hypotesis, scope and limitation of the study, the significances of the study, operational definition of key terms, the framework of the discussion.

Chapter II: Review of related literature that consistd related studies, teaching vocabulary, definition of vocabulary, kinds vocabulary, type vocabulary, definition of word wall.

Chapter III: the result of the study that consisted research design, variable of the study, population and sample, research instrument, research instrument validity, data collecting procedure.

Chapter IV: Description of the data, the result of pre-test score of experiment class, the result of pre-test score of control class, testing normality and homogeneity, the result of post-test score experiment and control class, the result of post-test score of experiment class, the result of post-test control class, testing normality and homogeneity. Result of data analysis. And discussion.

Chapter V: Conclusion and suggestions.
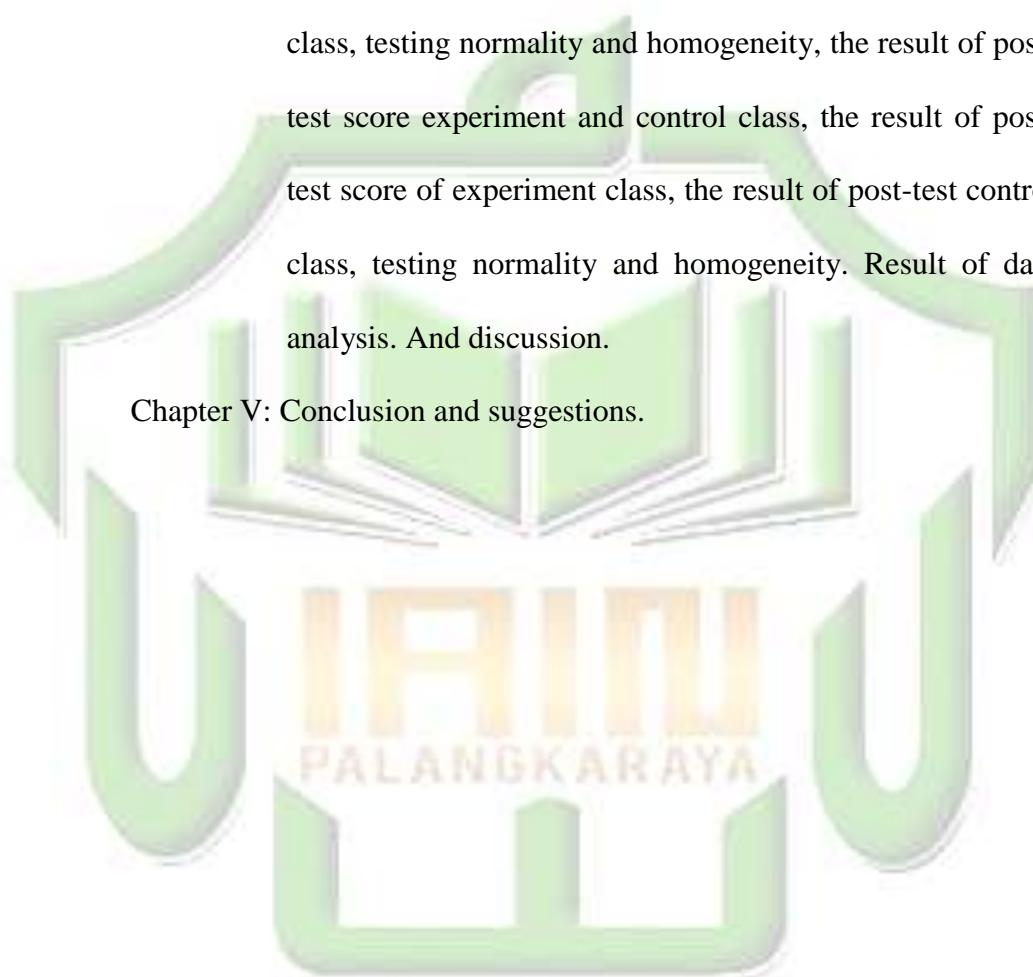
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of Previous of Study, definition of team game tournament, advantages and disadvantages team game tournament, procedure team game tournament, definition of vocabulary size, kinds of vocabulary, and type of vocabulary.

A. Previous Study

The thesis of Siska Nuzulina (2011:9) entitled is "The Effect of Using Word Wall strategy on Students 'Vocabulary Mastery at Madrasah Tsanawiah Al-Furqan Dumai." To analyze the researcher uses SPSS version 16.0. From the data obtained, the use of the word wall influencing students' vocabulary mastery. It can be seen from the vocabulary test scores of students increased from before to after treatment was given. Before the treatment was 19.99% pass and 80.01% of students fail in the test vocabulary. Meanwhile, after being given treatment, there are 83.33% of students who succeed on tests of vocabulary and 16.67% fail. Word wall to teach students to learn independently when used optimally. Word wall also supports students in learning activities including writing, reading and speaking.

Attract the attention of students in mastering vocabulary and activities using word walls make classrooms atmosphere more interesting.

The Thesis of Indrayana, I D.G.A. (2014:08) Entitled is "The Effect of Using Word Wall to Teach Writing Skill of the Eighth Grade Students of SMPN 2 Blahbatuh in Academic Year 2013/2014." The subjects of the present study were the eighth grade students of SMPN 2 Blahbatuh in academic year 2013/2014 that consisted of 38 students in VIII E class there were 21 females and 17 males.Based on the result of the pre-test which was carried out in the pre-cycle, it pointed out that the subjects' ability in writing skill word wall game still low. After that, the present classroom action research was then carried out through implementing word wall game in the cycle I. The significant result differences in each cycle. Word walls provided students with easy access to words they need to know during activities and Promotes reading and writing.

The thesis of Ervina Puspita Dewi Rahman (2015:9) entitled is the effect of word wall technique on vocabulary mastery at eight graders of mts darul amin palangka raya. The result of data analysis showed that there was effect of using word wall technique toward the students' vocabulary mastery at the eighth graders of MTs Darul Amin Palangka Raya. It meant H_a was accepted and H_0 was rejected. It can be seen from the data calculated using ttest formula. The tobserved was consulted with ttable which df = 50. Significant standard 5% = 2.01. Manual calculation found that the tobserved was higher than the value of ttable at 5% significance level or 2.441 > 2.01. Then, the data was calculated using ttest SPSS 21, it was found that the value of ttest was higher than ttable at 5% level of significance ttest = 2.419 > ttable = 2.01. a. word wall a tool for helping the students remind the vocabulary and word wall provided for students that help in

learning activity. Word wall a tool for helping the students remind the vocabulary and word wall provided for students that help in learning activity and word wall was one way to warm up students' interest and increase their motivation in remind vocabulary

In addition, the differences between the previous studies with the researcher are the research design use in this study is quantitative approach. The title is "The effect of word wall usage on students vocabulary size at MTs An-Nur Palangka raya. The similarities of this research between other researches is to found out the problem of vocabulary.

B. Vocabulary

1. Definition of Vocabulary.

According to my opinion vocabulary is the first way to speak. In learning a second language vocabulary is one of the first steps, because, vocabulary is central language and critical important to typical language learner. Without a sufficient vocabulary, one cannot communicate effective or express his idea in both oral and written form. Having a limited vocabulary is also a barrier that preclude, learner from learning a foreign language. When they do not know how to enrich their vocabulary, for example, they often gradually lose interesting learning. (Fauzi 2002:15)

According to Hockett in David Nunan's book (1998:17), he argued that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom".

In David Nunan's book (1998:117), Rivers has also argued,"vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may

have learned for comprehensible communication". the writer assumpt vocabulary is a basic and a foundation to learn English. Thus, a poor vocabulary in college level has adverse effects on students.

According David Wilkins by Subon (2013:1) , he summed up the important of vocabulary learning, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

In Fajar Furqon research Cameron stated (2013:71) building up a useful vocabulary is central to the learning of a foreign language at primary level. Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language. It is supported by Wallace who says that vocabulary is one of the most important parts of languages, because when speaking a language, the speakers need several words to convey ideas. (Wallace 1983:50) Therefore, people can understand what the speakers mean. When a learner intends to learn foreign language, he/she has to learn the vocabulary of the foreign language first.

Based on the explanation above, the writer concludes that vocabulary is a part of language component. Vocabulary is the form at all words that human being use to communicate each other. Trough vocabulary, people convey what they want to say and receive what they want to hear.

2. Kinds of Vocabulary

There are some opinions about kinds of vocabulary; Evelyn stated kinds of vocabulary were receptive vocabulary and productive vocabulary.

Receptive vocabulary is the students recognize and understand when they occur in context but which cannot produce correctly. It refers to the words which the students know when they listen and read or the words they know when the students receive from another. Receptive vocabulary can be called as pass0ive vocabulary. Some ways to increase the receptive vocabulary ability, the first way is making some notes of the words and finding out the synonym and antonym, another way was looking in the dictionary. Receptive vocabulary is the process of learning vocabulary through listening and reading, while productive vocabulary is the process of learning vocabulary not only through listening and reading but also through speaking and writing.

Another opinion by Scott Thornbury, Thornbury stated that there are six kinds of vocabulary, they were: Word Classes, Word Families, Word Formation, Multi-Words Units, Collacations, and Word Meaning. Word classes or part of speech, they are divided into eight classes, such as: noun, pronoun, verb, adjective, adverb, preposition and determiner.

1) Nouns

Nouns are the names of person, thing or place. Noun can be the subject of the sentence, object of the verb and object of preposition. The examples of nouns are Adam, door, Indonesia. Based on its form nouns can divided into Concrete noun and Abstract noun.

- Concrete Noun

Concrete noun is a noun that is tangible. The intangibles noun can be seen by the eyes and can also be touched by hands. Clearly, the word uses to name an object or something that becomes the object.

Example: Bread, My parent, food, iron, girl, cat, book and window. Concrete noun is divided into 4 groups, namely Proper Noun, Common Noun, Collective Noun, and Material Noun.

2) Adjective

Adjective is a word description such objects in color, size, or quality, of the objects which its describes thus becomes clear. There are five types of adjective which grammarians had thought it worthwhile to identify separately: Descriptive, Demonstrative Interrogative, Possessive and Quantitative.

- Descriptive Adjective

Descriptive adjective is adjectives that describe the state of a person, animal, plant or object.

For example: thin, fat, bad, good, white, black, rich and poor

Another, The kind of vocabulary:

1. **Function Words (Grammatical Words)**

Function Words (Grammatical Words) are words that have little lexicalmeaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

a. Prepositions

Prepositions are words or group of words that is used to show the way in which other words are connected. Example, for, of, in, etc.

Example in sentences:

- Let me love you <u>for</u> view more decade.

- She is fond <u>of</u> music.

- She went to the market <u>in</u> the afternoon.

b. Conjunctions

Conjunctions are words that connect sentences, phrases or clauses. Example, and, so, but, etc.

Example in sentences:

- Betty <u>and</u> roy are close friends.

- Rico works hard <u>so</u> he gets a lot of money.

- He is lazy, <u>but</u> he is clever.

c. Determiners

Determiners are definite article, indefinite article, possessives, demonstrate, and quantifiers. Example, the, a, an, my, this, some, etc.

Example in sentences:

- I have <u>a</u> new bag at home.

- This is <u>my</u> mother.

- <u>Some</u> people are sad after holiday.

d. Pronoun

Pronoun is a word that used in place of a noun or noun phrases. Example, her, she, they, etc.

Example in sentences:

- <u>He</u> really loves <u>her</u>.

- <u>She</u> is a dancer.

- <u>They</u> are looking for a cheap house.

2. **Content Words (lexical words)**

Content words lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

a. Nouns

Nouns are words 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. Types of noun are :

1. Proper nouns; they are names people, place, times, organization etc which refer to unique individuals, start with capital letters and most are not found in the dictionary. Example : Susi, Jakarta, Singapore etc.

2. Common nouns; all nouns which are not proper nouns are common nouns and a few examples are cop, art, paper, work, frog, bicycle, atom, familiar examples are cop, art, paper,work,frog,bicycle,atom, family, and mind.

b. Verbs

Verbs are words or group of words which is used in describing an action, experience or state of being, which means that it makes a statement about the subject. The types of verb are :

1) Finite verbs; they are ordinary verbs which their form are changed by tenses, has infinitive, present participle, and gerund. Example : walk- walking- walked-walks.

2) Transitive verbs ; the verbs are followed by word or phrase that answers question what? Or whom? It means that transitive verbs cannot complete their meaning without the help of a direct object. Example ; bite-a lion bites the man.

c. Adverbs

Adverbs are words or group of words that describes or adds to the meaning of a verb, adjective, another adverb, or a whole sentence. Example, carefully, at home, etc (Harmer 2001:3).

d. Adjectives

An adjective is a describing word. It tells you more about a noun. An adjective usually appears before the noun it describes. Something though, the adjective appears, after noun, later in the sentences. For examples: smart, tall, windy, etc. (seaton 2007:127).

There is an important relationship between function word and content words, in that very often the syntactic criteria for assigning words to lexical categories rely on specific types of function words (Radford 2009:133).

Vocabulary has high utility in language. It is introduced early because it refers to one self and to others in numerous relations of everyday life. The kinds of vocabulary refer to nouns, adjectives, verbs, adverbs, and prepositions. A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Therefore, wemustknow thevocabularyis very important inlanguage teaching.

3. How to Master Vocabulary

A large vocabulary can help communicate clearly and effectively and the positive repercussions were endless write understandable textbook and letters, communicate your thoughts in any speech, getting well understanding of any listened songs, write better research papers, give memorable speeches that make

long tasting impressions and more. The list goes on and on. There were some ways to improve vocabulary, they were:

a. Read, read, and read

Read a variety of genres from different period, and when uncover new words, use a combination of attempting to derive meaning from the context of the sentence as well as from looking up the definition in a dictionary.

b. Keep a dictionary and thesaurus handy
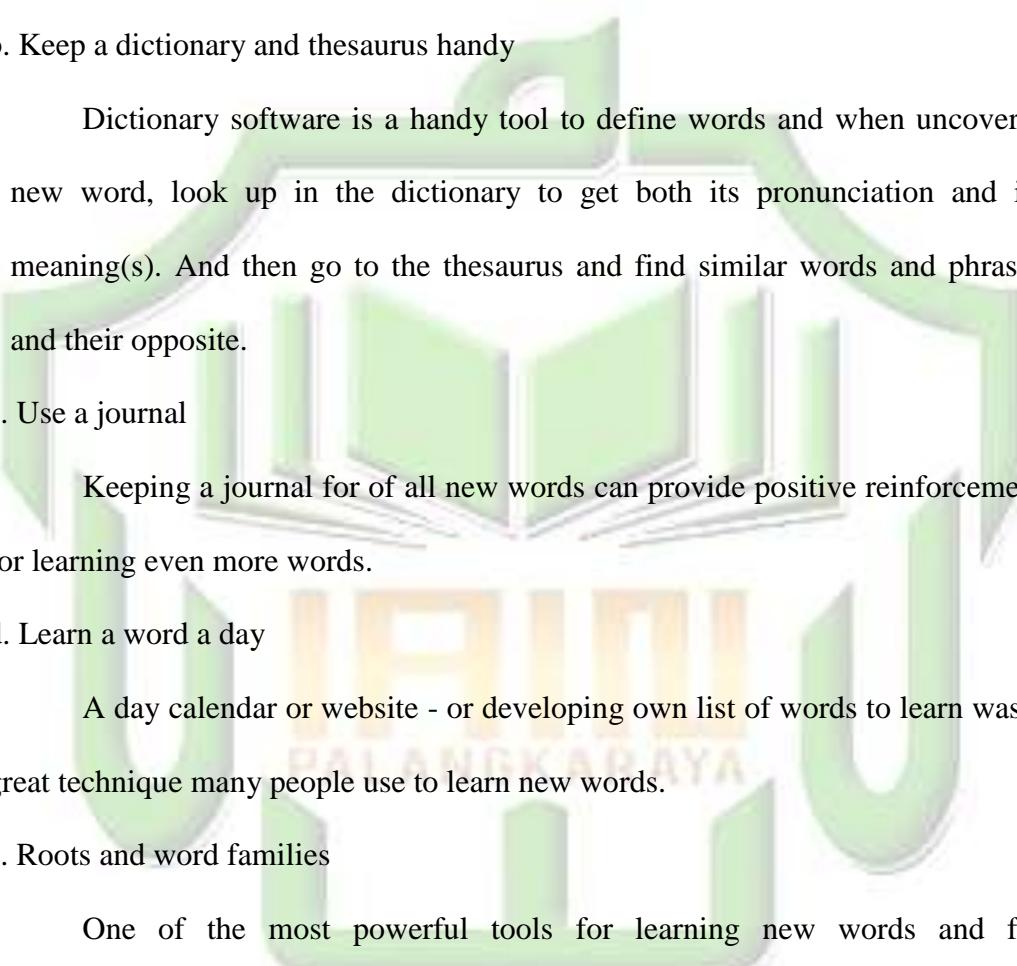
Dictionary software is a handy tool to define words and when uncover a new word, look up in the dictionary to get both its pronunciation and its meaning(s). And then go to the thesaurus and find similar words and phrases and their opposite.

c. Use a journal

Keeping a journal for of all new words can provide positive reinforcement for learning even more words.

d. Learn a word a day

A day calendar or website - or developing own list of words to learn was a great technique many people use to learn new words.

e. Roots and word families
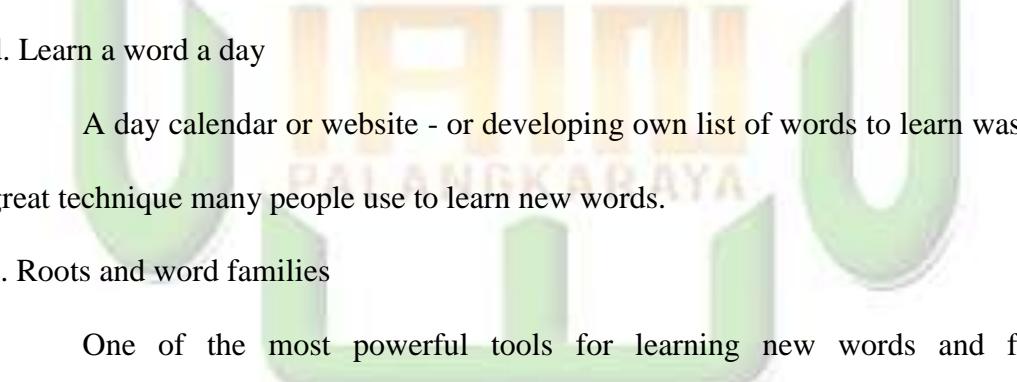
One of the most powerful tools for learning new words and for deciphering the meaning of other new words was studying Latin and Greek roots. Latin and Greek elements were a significant part of the English language and great tool for learning new words.

f. Games

Words game that challenge and help discover new meaning and new words were a great and fun tool in guest for expanding vocabulary.

g. Conversations

Simply talking with other people can help learn discover new words.

4. Types of vocabulary

Types of vocabulary, they are :

a. Listening vocabulary-the words we need to know to understand what we hear.

b. Speaking vocabulary-the words we use when we speak.

c. Reading vocabulary-the words we need to know to understand what we read.

d. Writing vocabulary-the word we use in writing.

Besides,Armbuster, Lehr, and Osborn state that types of words are :

- Important words-words that are important for understanding the concepts.

- Useful words-words those students are likely to see and use again.

- Difficult words-word with multiple meaning or idiomatic expression.

5. Vocabulary Size

The number of words that a person knows. Vocabulary size is a kind of measurement test, just like TOEFL. Vocabulary size is pretty stable in adults and that the estimates for undergraduates are likely to be applicable to the broader population, at least until age related decline begins sometime after the age of about 50 (Burke and Mackay, 1997. Since vocabulary test is which cover all kinds of vocabulary known by someone. The test of vocabulary size of this study wias conclude of the content words. Total number of the test is 50 items which consist of 22

verb and 28 noun words. The goal of this research was to measure how many vocabularies that students know before and after the treatment to find any differences

Test is a way of getting feedback on teaching learning process. Without testing, there is no reliable means of knowing how effective a teaching sequence has been. In this study, the test used Anagram which consist of 50 Vocabularies.

C. Word Wall Technique.

1. Definition of Technique

According to Ngalimun, he stated that technique is the way to implement the method.

According to Abdul Majid, technique was ability, strategy or method did by teacher in learning activity to get the good result. Technique is implementation that happened in learning activity. Example of learning technique, it can be seen from student-teacher activities in the class. It was used by the teacher has many variances.

2. Definition of Word Wall.

According to Cronsberry, A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, 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.

Other definition of word wall, according to Galih, word wall is designed to be an interactive tool for students or other to use, and contains an array of words that can be used during writing or reading.

Then, according to Allen in book of "*Inside Words: Tools for Teaching Academic Vocabulary*" word walls can work in a variety of ways to support reading, writing, and talk in classrooms.

According to Joseph green, the word wall is built upon the spiral theory of mastery-repetition reinforces previously learned contents. The word wall uses throughout the school year allows learners to recycle many words.

Cunningham and Allington stated that a word wall is a collection of words that displayed ongoing supports teaching and learning in the classroom. Words collects on the word wall could be.

. The Word Wall teaching strategy creates a place in the classroom where students display the meanings of important ideas using words and pictures. As students encounter new vocabulary in a text or video, creating a word wall offers one way to help them comprehend and interpret ideas in the text. It is also an effective way for students keep track of new terms they've learned in a unit of study. Vocabulary terms that you might add to your class word wall include *bystander*, *perpetrator*, *genocide*, *democracy*, *tolerance*, *nationalism*, and *prejudice*

A word wall is an ongoing, organized display of key words that provides visual reference for students throughout a unit of study or a term. These words are used continually by teachers and students during a variety of activities. Word walls serve multiple purposes Ary (2010: 69).

a. Effective word walls:

1) Support the teaching of key words and subject-specific terminology.

2) Promote independence in reading and writing by building vocabulary.

3) Provide visual clues and reference for language learners.

4) Help students remember connections between words and concepts.

Building a word wall can be easily integrated into daily activities. Key words and/or terminologies that relate to the lesson or unit of study can be added gradually as they are introduced. A word wall should be organized in a way that is useful to students with additions reflecting the skills or concepts being taught.

Often, word walls are organized alphabetically, with words printed on card stock, and taped or pinned to the wall/board. Teachers are encouraged to be creative is designing a word wall so that it engages the students and enhances their learning.

b. Some possible variations:

1) Using different-colored card stock helps to distinguish concepts/terms belonging to Different units of study.

2) A picture or photograph adds further clarification for visual learners or English Language learner.

3) Words can be accompanied by their definitions.

4) The back of the word card can be used to display both verbal and visual word wall associations, graphics, definitions, and characteristics of the word Ary (2010:240).

3. Creating the Word Wall

a. Mount the words on construction paper or card stock.

b. Color codes the words, either used colored markers for lettering or colored paper for mounting.

c. Use a wall area that is visible to all students. If the word wall is to be used effectively, students need to be able to glance at the word wall from their desks while they are working.

d. Mount words on the wall in alphabetical order makes it easier for students to skim the list and find words.

e. Make easy access to the words, so students can move individual words.

4. The Advantages and Disadvantages of Word Wall.

There are some advantages of used word wall technique in teaching vocabulary, Word walls provided students with easy access to words they need to know during activities. Other advantages a word wall serves a variety of purposes, included the following:

a. Provides a visual for students that help them to remember words.

b. Serves as an important tool for helping students learn to read.

c. Foster student independence.

d. Promotes reading and writing.

The disadvantages of using word wall technique as follows:

a. Require time to develop.

b. Require equipment to reproduce.

c. There were sometimes viewed as busy work.

To overcome the disadvantages above the teacher was prepare the material and Word Wall well, gave explanation how to make it clearly, and manage the class effectively.

5. Several Technique to Make Vocabulary Teaching Learning Effective

Thornbury summarized a research into memory, which suggests principles supporting the process of permanent or long-term remembering. In this summary he listed several techniques to follow to make vocabulary teaching as effective as possible:

Firstly repetition, the time-honoured way of „memorizing‟ new material was through repeated rehearsal of the material while it was still in working memory. Simply repeating an item seems to have little long-term effect unless some attempt was made to organize the material at the same time. If the word was met several times over space interval during reading activities, students have a very good chance to remember it for a long time.

Moreover, personalizing in vocabulary practice had proved to be beneficial for remembering along with spacing, which means that presentation of new vocabulary was divided into more widely, separated sequences followed by repeated revision later on with gradually extending periods between them.

Another helpful element was motivation; simply wanting to learn new words was no guarantee that word was be remembered. The only difference a strong motivation made the learner was likely to spend more time on rehearsal and practice, which in the end was payed off in terms of memory. But even unmotivated learners remembered words if they have been set tasks that require them to make decisions about them.

Finally, cognitive depth the more decisions the learner makes about a word and the more cognitively demanding these decisions, the better the word was remembered.

6. Procedure in Teaching Vocabulary Using Word Wall

This technique can be used before, during or after reading. The teacher used the word wall to introduce new vocabulary prior to reading. During the reading, students were encouraged to find words that were unfamiliar and that should be placed on the word wall to learn. After reading, the class may also review or practice, reviewed such as when the teacher asked the students to "read the wall", then they found the unfamiliar word on the word wall and they understand the meaning. As a result, word walls were a resource for students and should be used when they were looking for new and interesting words to use in reviews their writing. To implementation word wall in learning:

Galih Ariffansyah, *Teaching Vocabulary: Interactive Word Wall Strategy,* 2013,.

a. Establish a purpose for used the word wall. Word walls may be used to help students learn a word frequency, or they may be used to develop vocabulary around a theme. For example, the themes for word walls may include the tropical rainforest, biography, or anything wants to teach.

b. Select the words that were targeted for instruction. Select a few words for teaching and post them on the wall.

c. Before reading, teach the words. Engage students in a lively discussion of the words. Teachers may decide to researcher a brief meaning of the word.

d. After reading, the class may also review or practice the words.

e. Initiate activity around the word wall. For the word wall to be effective, members of the learning community must used them. For example, used word walls as reference in playing games. It will encourage students to make-the word walls reviews their own.

7. Example of Word Wall

Figure. 2.1 Family tree vocabullary

Your great-grandfather married your great-grandmother and had your grandfather's son. Your grandfather married your grandmother, they have three

children, your father, your uncle and your aunt, your father married your mother, and then they have your sons, your sister and your brother. Your uncle is not married yet. While your aunt is married and you call your aunt's husband as uncle and they have two children, that is, girls and boys, you call them as cousins. Then you got married and have two children, that is, daughter and son. Your sister is not married yet. Then your brothers got married and you call your brother's wife as sister-in-law, they have two children, boy and girl, that is, nephew and niece.

D. Experiment Research

1. Definition of Experiment Research

Experiments are generally the most precise studies and have the most conclusive power. They are particularly effective in supporting hypotheses about cause and effect relationships. However, since the conditions in an experiment are artificial, they may not apply to everyday situations. The experiment research formally surfaced in educational psychology around the turn of the century.

Experiment research is a way to carefully plan experiments in advance so that your results are both objective and valid. The experimental method is a systematic and scientific approach to research in which the researcher manipulates one or more variables, and controls and measures any change in other variables.

Experimental Research is an attempt by the researcher to maintain control over all factors that may affect the result of an experiment. In doing this, the researcher attempts to determine or predict what may occur. Experimental research is an attempt by the researcher to maintain control over

all factors that may affect the result of an experiment. In doing this, the researcher attempts to determine or predict what may occur.

Experimental research describes the process that a researcher undergoes of controlling certain variables and manipulating others to observed if the results of the experiment reflect that the manipulations directly caused the particular outcome. This type of research differs from a descriptive study, and another one of its important aspects is the used of random assignment.

2. Types of Experiment Research

a. True Experiment

The ideal design for maximizing internal validity is the true experiment. The R means that subjects were randomly assigned, X represents the treatment (in this case, alternative treatments 1 and 2), and O means observation (or outcome), for example, a dependent measure of learning or attitude. What distinguishes the true experiment from less powerful designs is the random assignment of subjects to treatments, thereby eliminating any systematic error that might be associated with using intact groups. The two (or more) groups are then subjected to identical environmental conditions, while being exposed to different treatments. In educational technology research, such treatment frequently consist of different instructional methods.

b. Repeated Measure

A variation of the above ex- perimental design is the situation where all treatments (X_1, X_2, etc.) are administered to all subjects. Thus, each individual (S1, S2, etc.), in essence, serves as his or her

own control and is tested or "observed" (O), as diagrammed below for an experi- ment using n subjects and k treatments. Note that the diagram shows each subject receiving the same sequence of treatments; a stronger design, where feasible, would involve randomly or- dering the treatments to eliminate a sequence effect.

$$S1: \quad X_1O - X_2O \ldots X_kO$$

$$S2: \quad X_1O - X_2O \ldots X_kO$$

$$Sn: \quad X_1O - X_2O \ldots X_kO$$

c. **Quasi-Experiment Design**

Often times in edu- cational studies, it is neither practical nor feasible to assign sub- jects randomly to treatments. An important component of the quasi-experimental study is the use of pretesting or analysis of prior achievement to establish group equivalence. Whereas in the true experiment, random- ization makes it improbable that one group will be significantly superior in ability to another, in the quasi-experiment, system- atic bias can easily (but often unnoticeably) be introduced. For example, although the first- and third-period algebra classes may have the same teacher and identical lessons, it may be the case that honors English is offered third period only, thus restricting those honors students to taking first-period algebra.

The quasi- experiment is represented diagrammatically as follows. Note its similarity to the true experiment, with the omission of the ran- domization component. That is, the Xs and Os show

treatments and outcomes, respectively, but there are no Rs to indicate ran- dom assignment.

$$X_1 \, O$$

$$X_2 \, O$$

d. **Time Series Design**

Another type of quasi- experimental approach is time series designs. This family of designs involves repeated measurement of a group, with the experimental treatment induced between two of the measures.

A single-group time series design can be diagrammed as shown below. As depicted, one group (G) is observed (O) sev- eral times prior to receiving the treatment (X) and following the treatment.

$$G \quad O_1 \quad O_2 \quad O_3 \quad X \quad O_4 \quad O_5$$

A variation of the time series design is the single subject study, in which one individual is examined before and after the introduction of the experimental treatment. The simplest form is the A–B design, where A is the baseline (no treatment) period and B is the treatment. A potentially stronger variation is the A–B–A design, which adds a withdrawal phase following the treatment. Each new phase (A or B) added to the design provides further data to strengthen c+onclusions about the treatment's impact. On the other hand, each phase may inherit cumulative contaminating effects from prior phases. That is, once B is expe- rienced, subsequent reactions to A and B may be directly altered as a consequence.

3. Steps of Experiment Research

Steps of experiment research are

a. Identify and define the problem.

b. Formulate hypotheses and deduce their consequences.

c. Construct an experimental design that represents all the elements, conditions, and relations of the consequences.

1) Select sample of subjects.

2) Group or pair subjects.

3) Identify and control non experimental factors.

4) Select or construct, and validate instruments to measure outcomes.

5) Conduct pilot study.

6) Determine place, time, and duration of the experiment.

d. Conduct the experiment.

f. Compile raw data and reduce to usable form.

g. Apply an appropriate test of significance.

E. T- Test

1. Definition of T- Test

A t- test is an analysis of two populations means through the use of statistical examination; a t- test with two samples is commonly used with small sample sizes, testing the difference between the samples when the variances of two normal distributions are not known.

A t- test looks at the t- statistic, the t- distribution and degrees of freedom to determine the probability of difference between populations; the

test statistic in the test is known as the t- statistic. To conduct a test with three or more variables, an analysis of variance.

A t- test is one of the most frequently used procedures in statistic. A t- test is commonly used to determine whether the mean of a population significantly differs from a specific value of from the mean of another population.

The t- test is any statistical hypothesis test in which the test statistic follows a students t- distribution under the null hypothesis. A t- test is most commonly applied whwn the test statistic would follow a normal distribution if the value of a scaling term in the test statistic were known. When the scaling term is unknown and is replaced by an estimate based on the data, the test statistics follow a student's t distribution.

T- test is a statistical test involving confidence limits for the random variable t of a t distribution and used especially in testing hypotheses about means of normal distributions when the standard deviations are unknown.

T- test are used to compare two means to assess whether they are from the same population. T- test presume that both groups are normally distributed and have relatively equal variances.

In statistic, t- tests are type of hypothesis test taht aloows you to compare means. They called t- test because each t- test boils your sample data down to one number, the t- value.

2. **Types of T- Test**

Johnab states that types of t- test are

a. One- Sample T- Test

One sample t- test used to compare a sample mean with a known population mean or some other meaningful, fixed value.

b. Independent/ Two Samples T- Test

Independent/ two samples t- test used to compare two means from independent groups. The independent/ two samples t- test takes your sample data from two groups and boils it down to the t- value. The process is very similar to the one sample t- test.

c. Paired Samples T- Test

Paired samples t- test used to compare two means that are repeated measures for the same participants – scores might be repeated across different measures or across time and used also to compare paired samples, as in a two treatment randomized block design.

Many people are confused about when to use a paired t- test and how it works. The paired t- test and the one sample t- test are actually the same test in disguise. A one sample t- test compares one sample mean to a null hypothesis value. A paired t- test simply calculates the difference between paired observations and then performs a one sample t- test on the differences.

3. **Steps of T- Test**

Based on the Orin the steps of t- test are:

a. Determine a null and alternative hypothesis.

b. Determine a confidence interval.

c. Assign each population to one of two data sets.

d. Determine the n1 and n2 values.

e. Determine the degrees of freedom.

f. Determine the means of the two sample sets.

g. Determine the variances of each data set.

h. Compute the t- statistic using the following formula.

i. On the t- distribution table, use the alpha and k values to find the critical t- value.

j. Compare the critical t- value and the calculated t- statistic.

k. Compare the critical t- value and the calculated t- statistic.

CHAPTER III
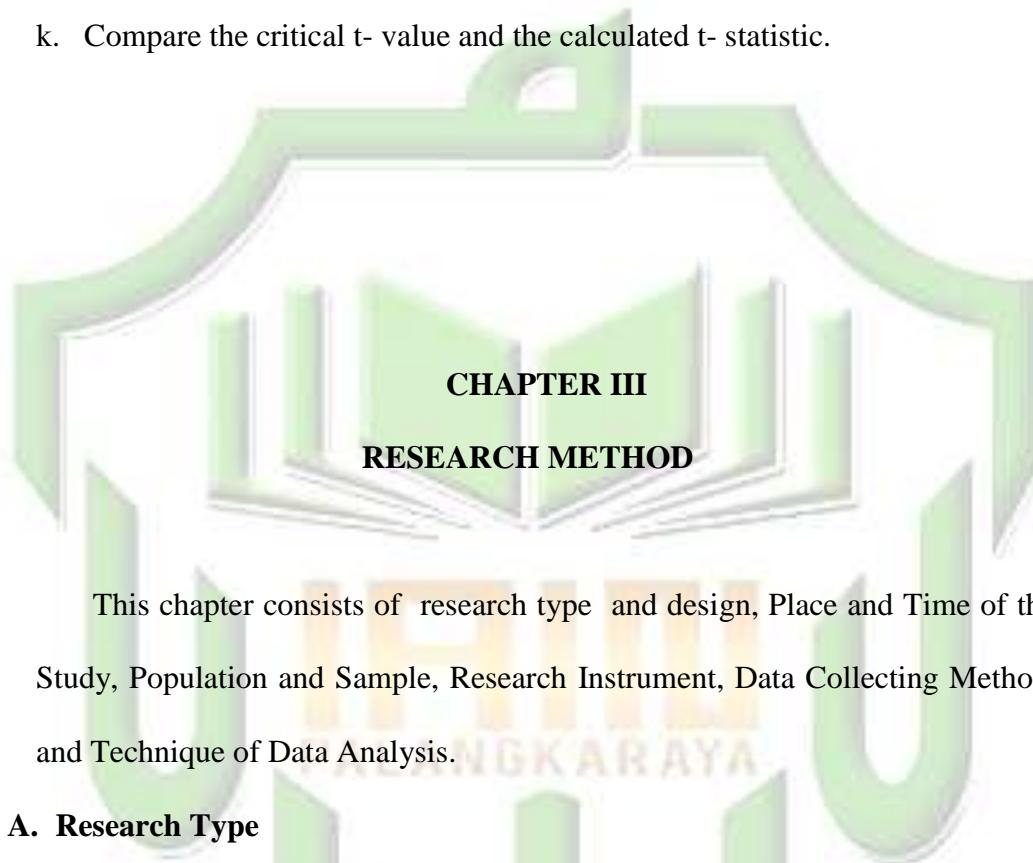
RESEARCH METHOD

This chapter consists of research type and design, Place and Time of the Study, Population and Sample, Research Instrument, Data Collecting Method, and Technique of Data Analysis.

A. Research Type

The type of this research is quantitative research. Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity (Kothari 2004:3). The type of this study would using Quasi-Experimental research, because this study would compare with two ways and the researcher wants to measure two variable using that ways.

B. Research Design

The research design of this study is quasi experiment design was similar to randomized experimental design in that they involved manipulation of an independent variable but differ in tose subject in that they involved manipulation of and independent variable but differ in those subject in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatments groups.

Quasi-experimental design does not provide full control, it is extremely important that researcher aware of the threats to both internal and external validity and considers those factors in their interpretation. Although true experiments are preferred, quasi-experimental design are considered worthwhile because they   49   rchers to reach reasonable conclusions even though full control is not possible.

The researcher investigated how the cause which would be an independent variable (in this study the use of word wall technique) affects the dependent variable (learning vocabulary). The research used Experimental design because the researcher had to draw the cause-effect relationship between the dependent and independent variables.

The researcher used non-randomized control group, pretest-post test design it is one of the most widely use quasi-experimental designs in educational research. There were two groups in this model, control group and experiment group. Both of groups were given pre-test to measure the score of students before the treatment was given, they are symbolized by Y1 and Y1. It mean, they were at same strategy in learning vocabulary. And then, the treatment was given for experiment group only, it was symbolized X. it meant,

the control group were not given the treatment but another conventional strategy as usual and post-test was given for both of groups to measure the difference score of students between control and experiment group after the treatment were symbolized by Y2 and Y2 moreover, the design could be drawn in the following scheme below:

Table 3.1 Non randomized control group pretest-post test design

Group	Pretest	Treatment	Post test
Class Ex	Y_1	X_1	Y_2
Class Co	Y_1		Y_2

Where:

Ex: experiment class

Co: control class

Y_1: pre-test

X_1: teaching using word wall

X_2: teaching without using word wall

Y_2: post test.

C. Place and time of the study

A research was be conducted at MTS An Nur Palangka Raya. This research was took a month to collect the data of study.

D. Population and Sample

1. Population

According to DonalAry (129) 'a population is defined as all members of any well defined class of people, events or objects. According to Suharsimi (1996:102), population is the total number of the subjects of an investigation.

The researcher conclude that population is a number of groups interest to the researcher, a number of groups which she would like to make the results of the study to be reported. The population in this study is all of students on seven grade students of MTs An-Nur of Palangka Raya in the academic year of 2018/2019 which consisted of 83 students.

Table 3.2 Population

Class	Number
Class VII A	30
Class VII B	30
Class VII C	30
Class VII D	30
	∑=120

2. **Sample**

A sample is a set of elements selected in some way from a population. The aim of sampling is to save time and effort, but also to obtain consistent and unbiased estimates of the population status in terms of whatever is being researcher. Roger sapsford and Victor jupp (2006:26).

Cluster sampling is a sampling plan used when mutually homogeneous yet internally heterogeneous groupings are evident in a statistical population. It is often used in marketing research. In this sampling

plan, the total population is divided into these groups (known as clusters) and a simple random sample of the groups is selected. The elements in each cluster are then sampled. If all elements in each sampled cluster are sampled, then this is referred to as a "one-stage" cluster sampling plan. If a simple random subsample of elements is selected within each of these groups, this is referred to as a "two-stage" cluster sampling plan. A common motivation for cluster sampling is to reduce the total number of interviews and costs given the desired accuracy. For a fixed sample size, the expected random error is smaller when most of the variation in the population is present internally within the groups, and not between the groups.

Table 3.3: Sample of Research

Sample	Class	Number
Experiment	A	30
Control	B	30
		$\sum$=60

Source data: the Data of academic MTs An-Nur Palangka Raya years 2018/2019.

E. Research Instrument

1. Instrument

To got the data accurately, it is important to used the instrument, for it is the tool to got the data on the field. In collected the data, the researcher was be used test to answer the problem of the study.

a. Test

Test is a sequence of questions or exercise, which is used to measure skill,knowledge, intelligence and ability of individual or group (Mauludiyah 2014:46). The technique of collecting data used in this research was Test, to get the score of the students English vocabulary size. The researcher gave the students before (pre-test) and after treatment (posttest). The researcher was use multiple choice of 50 items of missing words in various test of vocabulary, and the test was based on the materials that had been given to the students in 8th meeting. The materials were taken from the students' book. Those were EOS English on Sky for junior high school published by Erlangga, Interactive English junior high school by yudhistira and some other words added according to students need.

The instrument of the study was used to collect the data. The instrument used in the study was test. The test was students vocabulary score in multiple choice test form and there were 50 item for the pre-test and post-test. The instrument of the study used to measure the effect of word wall technique on vocabulary size at seven graders of MTs An-Nur Palangka Raya.

Test assessment used a scale of five can be seen in the following table:

Table 3.4 Category Score

Interval Presentation	Score Category	Interpretation
90 – 100	A	Very High Score
70 – 89	B	High Score
50 – 69	C	Fair Score
30 – 49	D	Poor Score

0 – 29	E	Very Poor Score

2. Instrument Try Out

In order to prove the test was suitable to the students who were the sample of this study used try out test. Then, for try-out class was chosen the students in the same school but different class. VII C was as try out class with 23 students. The test was students' vocabulary score in multiple choice test form and there were 80 items. The try out test conducted on August 3, 2018, at MTs An-Nur Palangka Raya.

a. Content Validity

According to Heaton, a good test should posses' validity: that was to measure and nothing else. If a test does this, it said to be valid. All of the test must be related to what students learned. The test based on the material in the curriculum applied in MTs An-Nur Palangka Raya.

To measure the validity of the instrument used the formulation of Product Moment by Pearson as follows:

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X2 - (\sum X)2\}\{N\sum Y2 - (\sum Y)2\}}}$$

Where: rxy : Total coefficient of correlation

$\sum X$: Total values of score

X $\sum Y$: Total values of score Y

$\sum XY$: Multiplication result between score X and Y

N : Number of students

To knew the level of validity of instrument, the value was be interpreted based on the qualification of validity as follows:

t-test > t-table = Valid

t-test < t-table = Not Valid

Table 3.5 Criteria of Validity

Validity	Interpretation
0,800-1,000	Very High Validity
0,6000-0,799	High Validity
0,400-0,599	Fair Validity
0,200-0,399	Poor Validity
0,000-0,199	Very Poor Validity

b. Construct Validity

The items test constructed based on the material was given in classroom namely vocabulary. The test was multiple choice test form and there were 80 items.

3. Instrument Reliability

A reliable test was one whose results were not greatly affected by a change in the conditions under which it was given and marked. Reliability was a necessary of any good test: for to be valid at all, a test must first be reliable as a measuring instrument. The reliability test used formula of Alpha Cronbach to measure the reliability of the whole test:

$$r11 = \left(\frac{k}{k-1}\right) X (1 - \frac{M(K-M)}{K.Vt})$$

Where:

r11 : Reliability of instrument

K : Number of items

M : Value variance score of item

Vt : Variance score

The decision is comparing the value of **r11** and **rt:**

r11 > **r**table = Reliable

 r11 < **r**table = Not Reliable

Table 3.6 Criteria of Reliability

Reliability	Interpretation
0,800-1,000	Very High Reliability
0,600-0,799	High Reliability
0,400-0,599	Fair Reliability

F. Data Collecting Procedure

Collecting data is the most important step in conducted the research. Before conducting the real test, the researcher conduct try out and then analyzed the test to get its validity, reliability, difficulty of level and discriminating power of each item of the test. In this research, both documentation and test are used as instrument to collect the data.

Reliability is the degree to which an assessment tool produces stable and consistent results. Validity refers to how well a test measures what it is purported to measure.

To collect the objective data, this research has several steps as follows:

1. The researcher observed the school.

   a. The syllabus.

   b. Lesson plan of the school.

   c. Book.

   d. Schedule at school.

2. The researcher determined two classes from the population into experiment class (VII-A) and control class (VII-B).

3. Gave try out.

4. Gaver the pre-test to the students.

5. Collecting the answer of pre-test.

6. Calculated the result of pre-test.

7. Teaching English using word wall to experiment class.

8. Teaching English without using word wall to control class.

9. Gave post test.

10. Collected the answer of post test

11. Calculated the result.

12. Analyzed the data.

13. Making interpretation.

14. Making conclusion.

G. Technique of Analyzing Data

After all data have been collected, the next step is analyzed the data. To analyzed the data obtained from the field, several techniques are conducted as follow:

1. Examination and scoring on each test.

2. For the vocabulary test rated 50 items.

3. Calculating the results of the vocabulary test used formula.

   To analyzed the data collect; the researcher used some procedures in this study:

   1. The researcher was collecte the student's score of pre test and post test at MTs An Nur Palangka Raya.

   2. The researcher was collected the data of the students' test result.

   3. The researcher give score the students' test result by used the formula:

   Score=$\frac{B}{N} \times 100\%$

   Where:

   B : Frequency of the correct answer

   N : Number of test items

4. The researcher tabulated the data into the distribution of frequency of score table, then looking for the mean, median and modus of students' score, standard deviation, and standard error of experiment group.

   a. Mean

   $Mx = \frac{\Sigma fx}{N}$

   Where:

   Mx : Mean

   Fx : Total result product between each score with frequency

   N : Number of case

b. Median

$$Mdn = 1 + \frac{\frac{1}{2}N - fkb}{fi} \times i$$

Where:

Mdn : Median

N : Number of case

Fkb : Cumulative frequency located in under interval contain median

Fi : Authentic frequency (frequency of score contain median)

I : Interval class

c. Modus

$$Mo = 1 + \frac{fa}{fa + fb} \times i$$

Where:

Mo : Modus

Fa : frequency located in above interval contain modus

Fb : frequency located in under interval contain modus

I : Interval class

d. Standard Deviation

$$SD = \sqrt{\frac{\Sigma fx^2}{N}}$$

Where:

SD : Standard Deviation

i : Interval

N : Number of students

e. Standard Error

$$Sem = \frac{sd}{\sqrt{n-1}}$$

Where:

Sem : Standard Error Mean

Sd : Standard Deviation

N : Number of students. Riduan (2010:116).

5. The researcher was calculate normality and homogeneity test.

6. The researcher conducts t-test to testing hypothesis of this study.

7. Calculates the data by used t_{test} to test the hypothesis of the study, whether the used of word wall gave effect to the students' vocabulary scores or not. To examined the hypothesis used t_{test} formula as follows:

a. It calculated the standard error of the difference between X1 and X2 as follow:

$$SE_{M1} - SE_{M2} = \sqrt{SEm1^2 + SEm2^2}$$

b. Then, it inserted to the formula to got value of $t_{observed}$ as follow:

$$t_0 = \frac{M1 - M2}{SEm1 - SEm2}$$

Which the criteria:

If $t_{observed}$ **(the value)** $\geq$ t_{table}, **it means Ha was accepted and Ho was rejected**.

If $t_{observed}$ **(the value)** $\leq$ t_{table}, **it means Ha was rejected and Ho was accepted.**

8. Interprets the result of t_{test}. previously, it accounted the degrees of freedom (df) with the formula:

$$df = N1 + N2 - 2$$

Where:

df: Degrees of freedom

N1: Number of subject group 1

N2: Number of subject group 2

2: Number of variable

After that, the value of t_{test} consulted on the t_{table} at the level of significance 1% and 5%. In this study, the researcher used the level of significance at 5%. If the result or t_{test} was higher than t_{table}, it meant H_a was accepted. But if the result of t_{test} was lower than t_{table}, it means H_o was accepted.

9. After calculated the data by using manual, then calculated the result t_{test} to test the hypothesis of the study by using SPSS 16 program.

10. Then, the interpretation was made to answer the research problem.

11. The last, discussed and concluded the result of data analysis.
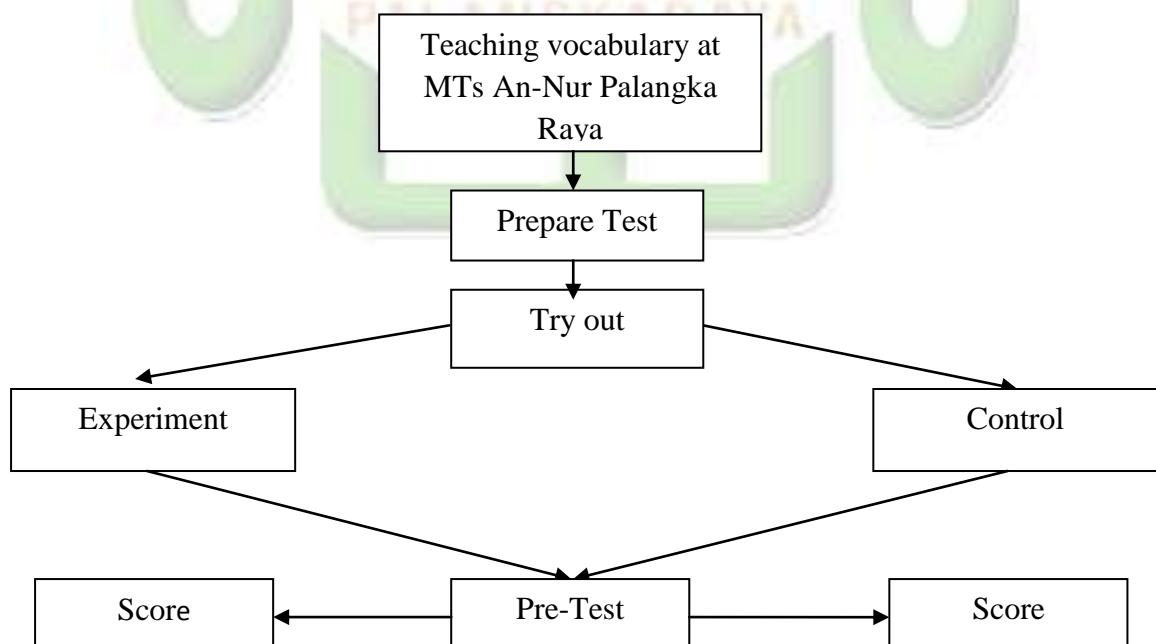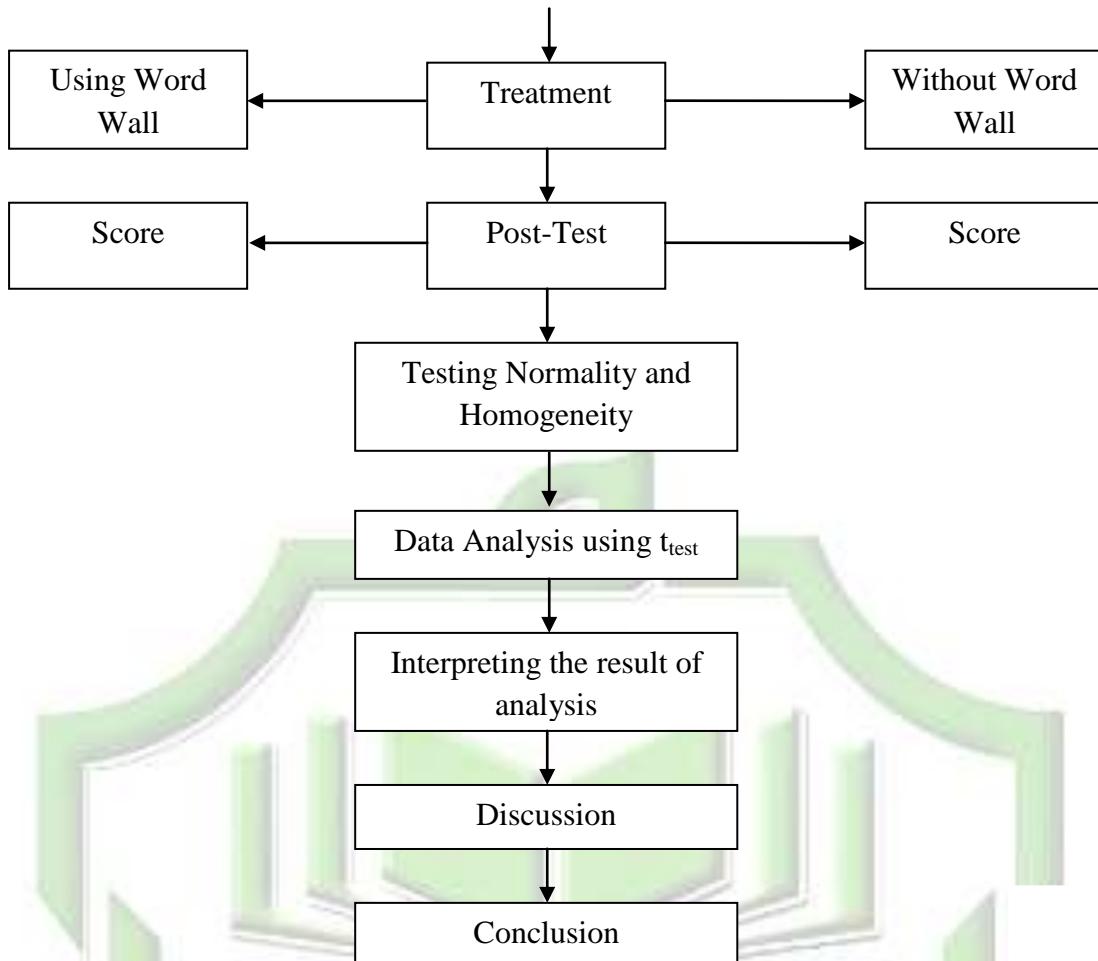
Figure 3.1 The Prosedure of Collecting of the Data and Analysis of the Data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter described the obtained data of the students' vocabulary score after and before taught by using word wall technique. The presented data consisted of mean, standard deviation, standard error and analysis of hypothesis.

A. Description of the Data

1. The result of Pre-test Score

a. The result of Pre-test Score of the Experiment and Control Class

In order to got the answer problem of the study "Is there any significant effect to the vocabulary used word wall of the seven graders of MTs An-Nur Palangka Raya?" .the data are presented as the result of test. The research gave the pre-test and post-test to each student.

The students' pre-test score of experiment and control class were distributed in the following table in order to analyze the students' kowledge before conducting the treatment.

Table 4.1

The Description of Pre- Test Scores of the Data Achieved by the Students in Experiment and Control Class

No	Scores			
	Pre- Test Experiment Class		Pre- Test Control Class	
1	66	Fair	50	Fair
2	68	Fair	56	Fair
3	58	Fair	58	Fair
4	58	Fair	54	Fair
5	62	Fair	58	Fair
6	62	Fair	50	Fair
7	68	Fair	66	Fair
8	66	Fair	50	Fair
9	58	Fair	66	Fair
10	50	Fair	54	Fair
11	50	Fair	70	High
12	60	Fair	66	Fair
13	58	Fair	66	Fair
14	50	Fair	86	High
15	56	Fair	58	Fair
16	60	Fair	54	Fair
17	62	Fair	56	Fair

18	60	Fair	58	Fair
19	68	Fair	56	Fair
20	62	Fair	66	Fair
21	60	Fair	60	Fair
22	56	Fair	50	Fair
23	58	Fair	56	Fair
24	60	Fair	58	Fair
25	50	Fair	58	Fair
26	68	Fair	54	Fair
27	60	Fair	60	Fair
28	66	Fair	56	Fair
29	68	Fair	54	Fair
30	56	Fair	56	Fair
	Mean: 60.1333		Mean: 58.6667	
	Std. Error of mean: 1.02355		Std. Error of mean:1.35726	
	Median: 60.0000		Median:57.0000	
	Mode: 60.00		Mode: 56.00	
	Std. Deviation:5.60624		Std. Deviation:7.43400	
	Variance: 31.430		Variance: 55.264	
	Range: 18.00		Range: 36.00	
	Minimum: 50.00		Minimum: 50.00	
	Maximum:68.00		Maximum: 86.00	
	Sum:1804.00		Sum: 1760.00	

1) Table pre-test experiment Class

Based on the data above, it was found the fair category was 30 students. it was known the highest score was 68 and the lowest score was 50. on the table above, the result calculated used SPSS 16, it was found that the mean of score pre-test was 60.13, the standard deviation 5.606 and the standard error of mean of the pre-test score was 1.024.

Then, based on the result of manual calculation, it was found that the mean score of pre-test was 61.1, the median was 60.216, the mode 57, the standard deviation was 5.52, and for the standard error was 1.026 (see appendix 5).

2) Table pre-test control class.

Based on the data above, it was found the fair category was 28 students fair category and 2 students high category. it was known the lowest score was 50 and the highest score was 86. Based on the table above, the result calculated used SPSS 16, it was found that the mean of score pre-test was 58,67, the standard deviation 7,434 and the standard error of mean of the pre-test score was 1,357.

For the result of manual calculation, it was found that the mean score of pre-test was 58,9 , the median was 58,072, the mode was 58,875, the standard deviation was 6,378, and for the standard error was 1,184 (see appendix 5).

The distribution of students' pre-test experiment and control score can also be seen in the following figure:

values
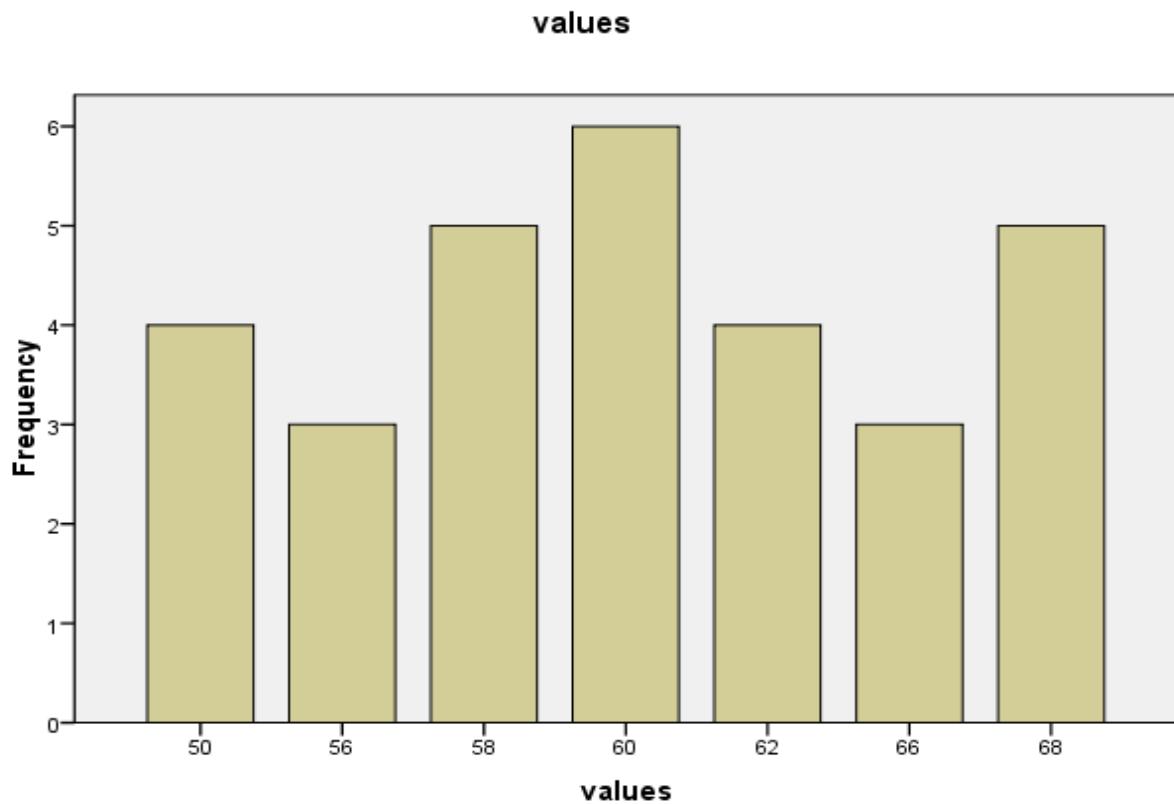
Figure 4.2 Histogram of Frequency Distribution of Experimental Pre-Test Score

It can be seen from the figure above, the students' pretest score in experimental class. There were four students who got score 50 (13.33%). There were three students who got score 56 (10%).. There were five students who got score 58 (16.67%). There were six students who got score 60 (20%). There were four students who got score 62 (13.33%). There were three students who got score 66 (10%). And there were five students who got score 68 (16.67%).

values
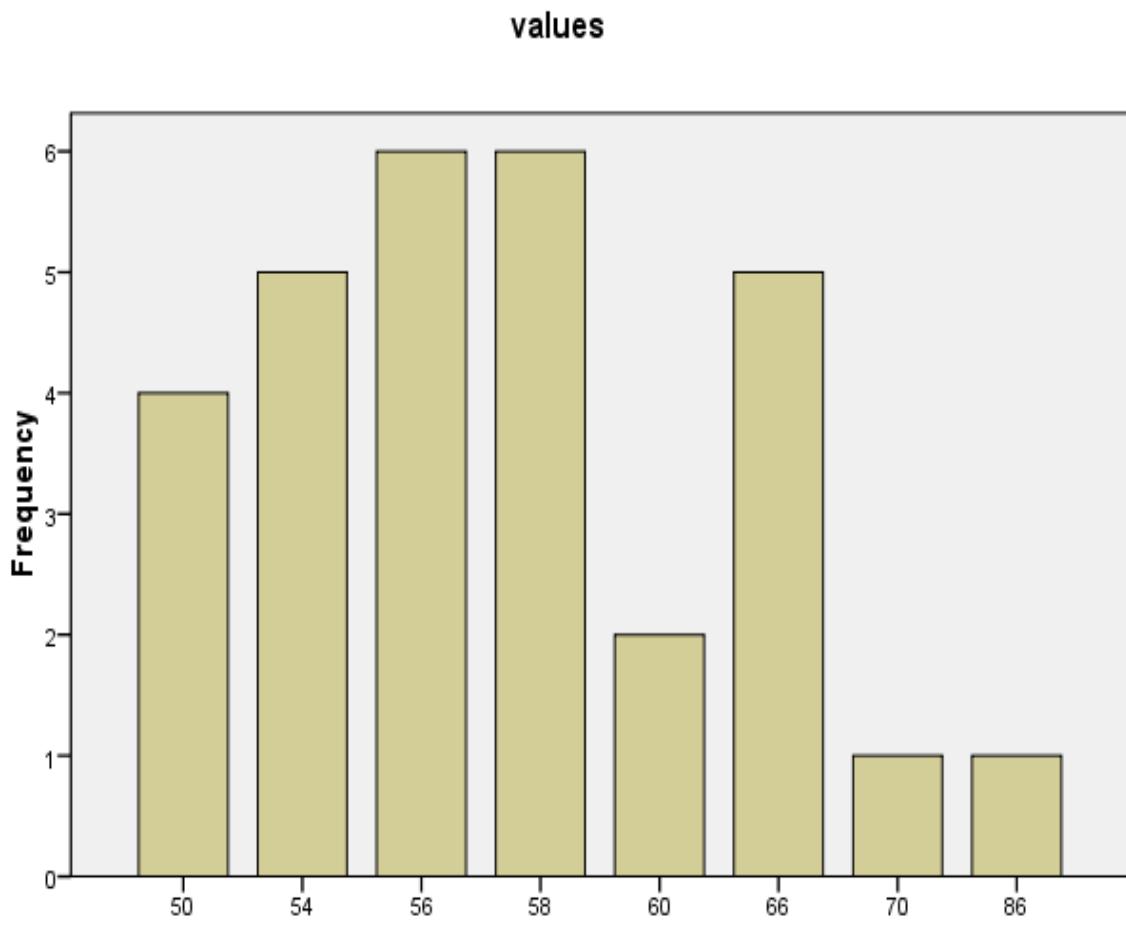
Figure 4.2 Histogram Frequency Distribution of Control Pre-Test Score

It can be seen from the figure above, the students' pre-test score in control class. There were four students who got score 50 (13.33%). There were five students who got score 54 (16.67%). There were six students who got score 56 (20%). There were six students who got score 58 (20%). There were two students who got score 60 (6.67%). There were five students who got score 66 (16.67). There were one students who got score 70 (3.33%) and there were one students who got score 86 (3.33%).

2. The Result of Post-test Score

a. The Result of Post-test of the Experiment and Control Class

In order to get the answer problem of the study "Is there any significant effect to the vocabulary using word wall of the seven graders of MTs An-Nur Palangka Raya?" .the data are presented as the result of test. The research gave the pre-test and post-test to each student.

The students' post-test score of experiment and control class were distributed in the following table in order to analyze the students' knowledge after conducting the treatment.

Table 4.2 The Description of Post- Test Scores of the Data Achieved by the Students in Experimental and Control Class

No	Scores			
	Post-Test Experiment Class		Post-Test Control Class	
1	90	Very High	54	Poor
2	78	High	76	High
3	78	High	72	Fair
4	86	Very High	60	Fair
5	80	High	74	Fair
6	74	Fair	54	Poor
7	88	Very High	74	Fair
8	72	Fair	70	Fair
9	72	Fair	76	Fair
10	70	Fair	60	Fair
11	70	Fair	72	Fair
12	72	Fair	86	Very High
13	72	Fair	76	High
14	78	High	90	High
15	70	Fair	72	Fair

16	88	Very High	60	Fair
17	88	Very High	72	Fair
18	78	Very High	76	High
19	86	Very High	60	Fair
20	90	Very High	76	High
21	80	Very High	74	Fair
22	70	Fair	70	Fair
23	72	Fair	56	Fair
24	72	Fair	76	High
25	74	Fair	70	Fair
26	74	Fair	56	Poor
27	74	Fair	70	Fair
28	92	Vey High	60	Fair
29	80	High	72	Fair
30	86	Very High	86	Very high

Mean: 78.4667

Std. Error of mean: 1.32069

Median: 78.0000

Mode: 72.00

Std. Deviation: 7.23370

Variance: 52.326

Range: 22.00

Minimum: 70.00

Maximum: 92.00

Sum: 2354.00

Mean: 70.0000

Std. Error of mean: 1,72873

Median: 72.0000

Mode: 76.00

Std. Deviation: 9,46864

Variance: 89.655

Range: 36.00

Minimum: 54.00

Maximum: 90.00

Sum: 2100.00

1) Table post-test experiment Class

Based on the data above, it was found the very high category was 11 students, high category was 5 students, and fair category was 14 students. it was known the lowest score was 70 and the highest score was 92. Based on the table above, the result calculation using SPSS 16, it was

found that the mean of score post-test of the experiment class was 78.47, the standard deviation 7.234 and the standard error of mean of the post-test score was 1.321.

Then, for the result of manual calculation, it was found that the mean score of pre-test was 78.7, the median was 78.929, the mode was 80.167, the standard deviation was 5.688, and for the standard error was 1.056 (see appendix 5).

2) Table post-test Control class.

Based on the data above, it was found the very high category was 2 students, high category was 6 students, fair category was 19 students and poor category was 3 students. it was known the lowest score was 54 and the highest score was 90. Based on the table above, the result calculation using SPSS 16, it was found that the mean of score post-test was 70.00, the standard deviation 9.469 and the standard error of mean of the post-test score was 1.729.

For the result of manual calculation, it was found that the mean score of pre-test was 70.5, the median was 60.357, the mode was 64.375, the standard deviation was 8.394, and for the standard error was 1.559 (see appendix 5).

The distribution of students' pre-test score can also be seen in the following figure.

values
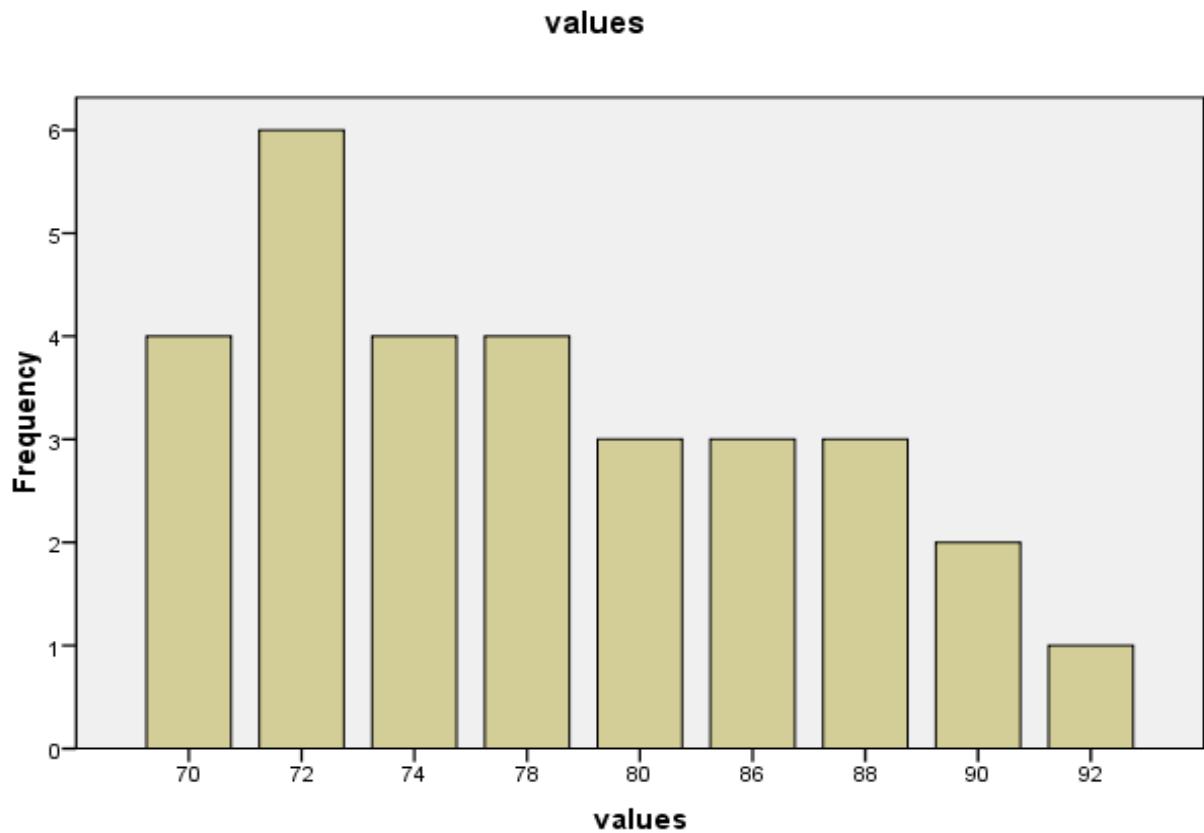
Figure 4.2 Histogram of Frequency Distribution of Experimental Post-Test Score

It can be seen from the figure above, the students' pre-test score in experimental class. There were four students who got score 70 (13.33%). There were six students who got score 72 (20%). There were four students who got score 74 (13.33%). There were four students who got score 78 (13.33%). There were three students who got score 80 (10%). There were three students who got score 86 (10%). There were three students who got score 88 (10%). There were two students who got score 90 (6.67%). And there were one students who got score 92 (3.33%).

values
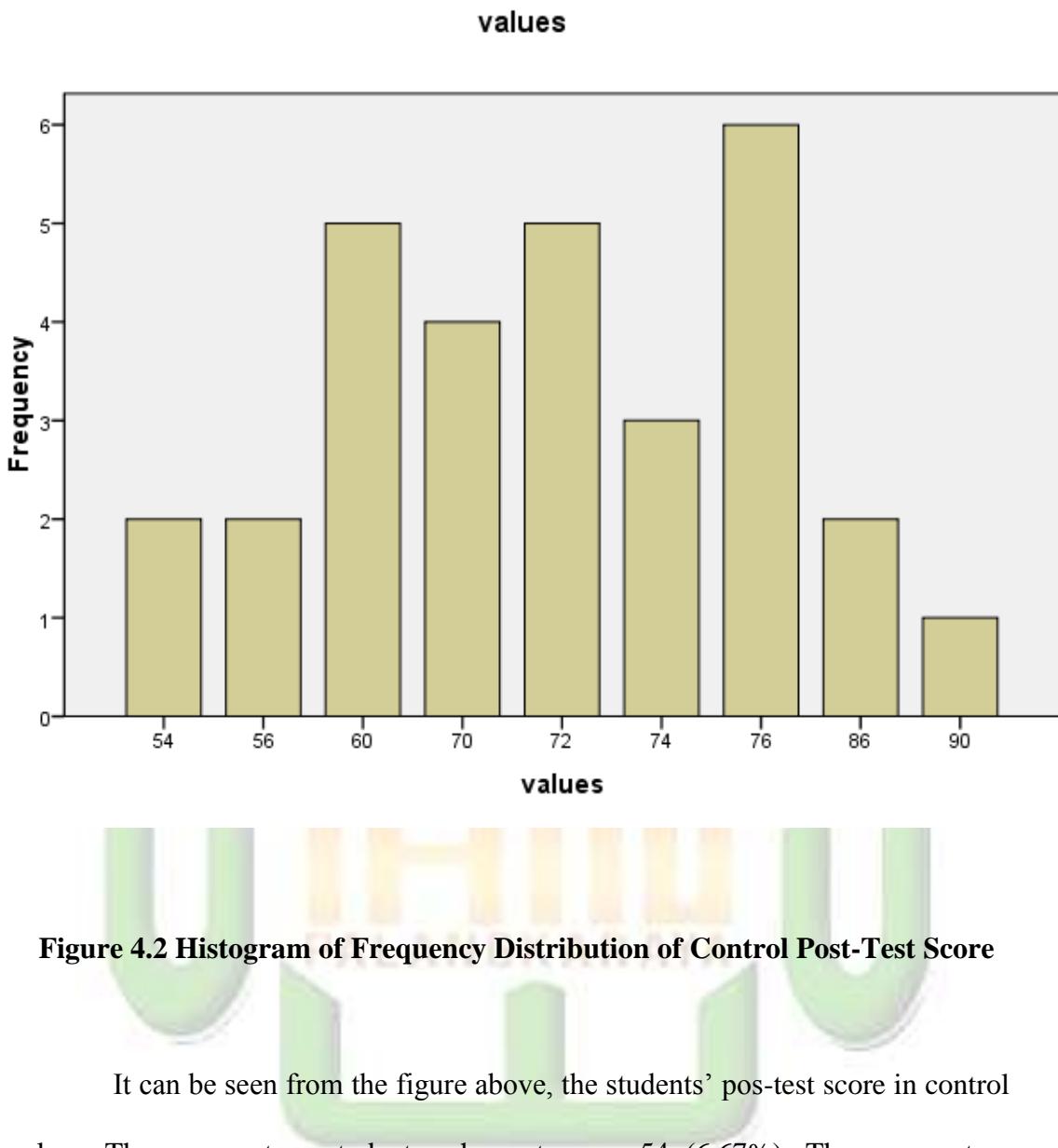
Figure 4.2 Histogram of Frequency Distribution of Control Post-Test Score

It can be seen from the figure above, the students' pos-test score in control class. There were two students who got score 54 (6.67%). There were two students who got score 56 (6.67%). There were five students who got score 60 (16,67%). There were four students who got score 70 (13.33%). There were five students who got score 72 (16.67%). There were three students who got score 74 (10%). There were six students who got score 76 (20%). There were two students who got score 86 (6.67%) and there were one students who got score 90 (3.33%).

c. Testing Normality and Homogeneity Pre-test of the Experiment and Control Class using SPSS 16

**1) Testing of Data Normality**

It used to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not. Because of that, the normality test used SPSS 16 to measure the normality of the data.

Table 4.4 Test of Normality Distribution Test on the Pre-Test Score of the Experiment and Control Class Using SPSS 16

One-Sample Kolmogorov-Smirnov Test

		EXPpretest	CONTpretest
N		30	30
Normal Parameters[a]	Mean	60.1333	58.6667
	Std. Deviation	5.60624	7.43400
Most Extreme Differences	Absolute	.119	.236
	Positive	.109	.236
	Negative	-.119	-.132
Kolmogorov-Smirnov Z		.652	1.291
Asymp. Sig. (2-tailed)		.789	.071

a. Test distribution is Normal.

Description:

If respondent > 50 used Kolmogorov-Sminornov

If respondent < 50 used Saphiro-Wilk

The criteria of the normality test pre-test was if the value of (probability value/critical value) was higher than or equal to the level of significance alpha defined $(r > a)$, it meant that the distribution was normal. Based on the calculation

using SPSS 16 above, the value of (probably value/critical value) from pre-test of the experiment and control class in Kolmogorov-Smirnov table was higher than level of significance alpha used or r = 0.789 > 0.05 (Experiment) and r = 0.071 > 005 (Control). So, the distributions were normal. It meant the students' score of pre-test had normal distribution.

2) Testing of Data Homogeneity

Table 4.5 Homogeneity Test
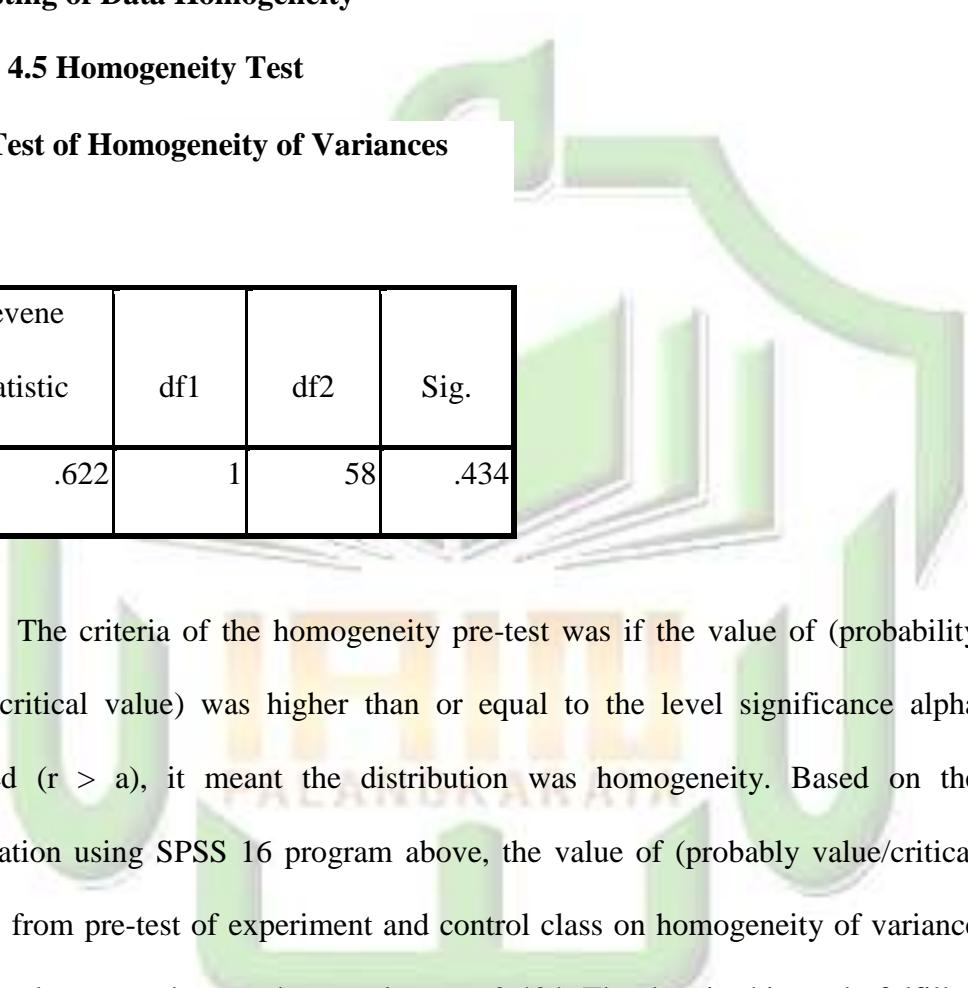
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.622	1	58	.434

The criteria of the homogeneity pre-test was if the value of (probability value/critical value) was higher than or equal to the level significance alpha defined (r > a), it meant the distribution was homogeneity. Based on the calculation using SPSS 16 program above, the value of (probably value/critical value) from pre-test of experiment and control class on homogeneity of variance in sig column was known that p-value was 0.434. The data in this study fulfilled homogeneity since the p-value was higher or r = 0.434 > 0.05.

c. Testing Normality and Homogeneity post-test of the Experiment and Control Class using SPSS 16

1) Testing of Data Normality

It was used to know the normality of the data that was going to be analyzed whether both groups has normal distribution or not. Because of that, the normality test used SPSS 16 to measure the normality of the data.

Table 4.4 Test of Normality distribution test of Post-Test score of the Experiment and Control Class using SPSS 16

One-Sample Kolmogorov-Smirnov Test

		EXPposttest	CONTposttest
N		30	30
Normal Parameters[a]	Mean	78.4667	70.0000
	Std. Deviation	7.23370	9.46864
Most Extreme	Absolute	.198	.200
Differences	Positive	.198	.163
	Negative	-.151	-.200
Kolmogorov-Smirnov Z		1.086	1.095
Asymp. Sig. (2-tailed)		.189	.181

a. Test distribution is Normal.

Description:

If respondent > 50 used Kolmogorov-Sminornov

If respondent < 50 used Saphiro-Wilk

The criteria of the normality test post-test was if the value of (probability value/critical value) was higher than or equal to the level of significance alpha defined (r > a), it meant that the distribution was normal. Based on the calculation using SPSS 16 above, the value of (probably value/critical value) from post-test of the experiment and control class in Kolmogorov-Smirnov table was higher than level of significance alpha used or r = 0.189 > 0.05 (Experiment) and r = 0.181 > 0.05 (Control). So, the distributions were normal. It meant that the students' score of post-test had normal distribution.

2) Testing of Data Homogeneity

Table 4.5 Homogeneity Test

Test of Homogeneity of Variances

VAR00001

Levene Statistic	df1	df2	Sig.
.877	1	58	.353

The criteria of the homogeneity post-test was if the value of (probability value/critical value) was higher than or equal to the level significance alpha defined (r > a), it meant that, the distribution was homogeneity. Based on the calculation using SPSS 16 program above, the value of (probably value/critical value) from post-test of experiment and control class on homogeneity of variance in sig column was known that p-value was 0.353. The data in this study fulfilled homogeneity since the p-value was higher or r = 0.353 > 0.05.

B. Result of Data Analysis

1. Testing Hypothesis using t$_{test}$ Manual Calculation

The level of significance used 5%. It meant that the level of significance of the refusal null hypothesis in 5%. The level of significance decided at 5% due to the hypothesis type stated on non-directional (two-tailed test). It meant that the hypothesis cannot directly the prediction of alternative hypothesis. To test the hypothesis of the study used t-test statistical calculation. First, it calculated the standard deviation and the standard error of X1 and X2. It was found the standard

deviation and the standard error of post-test of X1 and X2 at the previous data presentation. It could be seen in this following table:

Table 4.1 the standard Deviation and Standard Error of

X1 and X2

Variable	The Standard Deviation	The Standard Error
X1	5.688	1.056
X2	8.394	1.559

Where:

X1: Experiment

X2: Control

The table showed the result of the standard deviation calculation of X1 was 5.688 and the result of the standard error was 1.056. The result of the standard deviation calculation of X2 was 8.394 and the result of the standard error was 1.559.

The next step, the result calculated the standard error of the differences mean between X1 and X2 as follows:

Standard error of mean of score between Variable I and Variable II

$$SEM1 - SEM2 = \sqrt{SEm1^2 + SEm2^2}$$

$$SEM1 - SEM2 = \sqrt{(1.056)^2 + (1.559)^2}$$

$$SEM1 - SEM2 = \sqrt{1.115 + 2.430}$$

$$SEM1 - SEM2 = \sqrt{3.545}$$

$$SEM1 - SEM2 = 1.8828 \approx 1.883$$

The calculation above showed the standard error of the difference mean between X1 and X2 was 1.883. Then, it inserted to the formula to get the value of $t_{observed}$ as follows:

$$t_o = \frac{M1 - M2}{SEm1 - SEm2}$$

$$t_o = \frac{78.7 - 70.5}{1.883}$$

$$t_o = \frac{8.2}{1.883}$$

$$t_o = 4.354$$

Which the criteria:

If t_{test} ($t_{observed}$) $\geq t_{table}$, H_a was accepted and H_0 was rejected

If t_{test} ($t_{observed}$) $\leq t_{table}$, H_a was rejected and H_0 was accepted

Then, the degree of freedom (df) accounted with the formula:

Df = $(N_1 + N_2) - 2$

$\quad = (30 + 30) - 2$

$\quad = 58$

The significant levels choose at 5%, it meant the significant level of refusal of null hypothesis at 5%. The significance level decided at 5% to the hypothesis stated on non-directional (two-tailed test). It meant that the hypothesis cannot direct the prediction of alternative hypothesis. The calculation above showed the result of ttest calculation as in the table follows:

Table 4.2 the Result of t_{test} Manual Calculation

$V_{ariable}$	$T_{observed}$	T_{table}		Df/db
		5%	1%	
$X_1 - X_2$	4.354	1.671	2.390	58

Where:

X1 : Experiment Class

X2 : Control Class

$T_{observed}$: The calculated Value

T_{table}: The Distribution of t value

Df/db : Degree of freedom

Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was greater than the value of t_{table} at the level significance in 5% or $t_{observed} > t_{table}$ (4.354> 1.671). It meant H_a was accepted and H_0 was rejected.

It could be interpreted based on the result of calculation that H_a stating that there was effect of word wall technique on vocabulary size at seven graders of MTs An-Nur Palangka Raya was accepted and H_0 stating that there was no effect of word wall technique on vocabulary size at seven graders of MTs An-Nur Palangka Raya was rejected. It meant that teaching vocabulary by using Word Wall technique there was effect toward students' vocabulary.

2. Testing Hypothesis Using SPSS 16 Program

The result of the t-test using SPSS 16 program was used to support the manual calculation of the t-test. It could be seen as follows:

Table 4.3 the Standard Deviation and the Standard Error of X1 and X2 using SPSS 16

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
X1	30	78.47	7.234	1.321
X2	30	70.00	9.469	1.729

The table showed the result of the standard deviation calculation of X1 was 7.234 and the result of the standard error of mean calculation was 1.321. The result of the standard deviation calculation X2 was 9.469 and the result of the standard error of mean was 1.729.

Table 4.4 the calculation of T-test using SPSS 16

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
expDandcont	Equal variances assumed	.877	.353	3.892	58	.000	8.46667	2.17548	4.11197	12.82137
	Equal variances not assumed			3.892	54.250	.000	8.46667	2.17548	4.10555	12.82778

The table showed the result of t-test calculation using SPSS 16 program. Since the result of post-test between experiment and control group had difference score levene's test for equality of variance, the value of sig was greater than 0.05. So, both of group were homogeny. It meant the t-test calculation used at the equal variance assumed. It found that the value of sig (two-tailed) was 0.000 and the result of $t_{observed}$ was 3.892. The result of mean difference between experimental

and control class was 8.467 and the standard error difference between experimental and control class was 2.175.

3. Interpretation

To examine the truth of the false of null hypothesis stating that the students taught vocabulary by word wall technique, the result of sig (two-tailed) was lower than 0.05 or 0.000 < 0.05, so H_a was accepted and H_0 was rejected. The result of t-test was interpreted on the result of degree freedom to get the t_{table}. The result of the degree of freedom (df) was 58, it found from total number of the students in both group minus 2. The following table was the result of $t_{observed}$ and t_{table} from df at 5% level.

Table 4.5 the Result t_{test} using SPSS 16

$V_{ariable}$	$T_{observed}$	T_{table}		Df/db
X1-X2	3.892	5%	1%	58
		1.671	2.390	

The result of the t_{test} used SPSS 16 program. It was found the t observed was greater than the t table at 5% significance level or 3.892 > 1.671. It meant that H_a was accepted and H_0 was rejected. The value of mean of the experiment class (print out group descriptive) was 78.47 higher than the value of mean of the control class 70.00. So, score of experiment was greater than score of control class.

It could be interpreted based on the result of calculation that H_a there was effect of Word Wall technique on vocabulary size at seven graders of MTs An-Nur Palangka Raya and H_0 stating that there was no effect of Word Wall technique on vocabulary size at seven graders of MTs An-Nur Palangka Raya score was rejected.

C. Discussion

The result of data analysis showed that there was effect of using word wall technique toward the students' vocabulary size at the seven grader of MTs An-Nur Palangka Raya. It can be seen from the mean score between pre-test (60.13) and post-test (78.47) of the experiment class. It indicated that the students' score increased after conducting the treatment.

In teaching learning process, taught vocabulary by using word wall technique used by the writer to teach the students. Word wall technique could make an interaction between teacher and students. In the treatment, the students got explanation about teaching learning activity. First, the teacher was explained word wall and showed it to the students. Second, the teacher used family tree and job words and students can different between family tree and job word. Third, the teacher wrote some word based on the material and put the word to the word wall. Then, Students and teacher translated the text based vocabulary that has given. After translating the text students and teacher were reviewed the vocabulary by game. It did step by step so that the students can remind the vocabulary. The last, the teacher reviewed the vocabulary that had given in previous meeting.

Technique was ability, strategy or method did by teacher in learning activity to get the good result. Technique was implementation that happened in learning activity. It meant the technique help the students accepted material easier. In the word wall technique the students not only listened but also participated in learning activity, such as play the game and discussion.

Then, word wall were absolutely essential in classroom, because teacher and students worked together. It meant the word wall one of good technique in learning vocabulary because it created good relationship between students to

students and students to teacher. Have fun situation for learning activity made students got the material easier in the learning activity, because the students did not feel under pressure.

In learning process word wall was help the students to remember word. Word walls created a positive vocabulary learning to the students through a colorful and creative learning.

Another benefit of word wall was an important tool for helped students learn. Word wall not only about word on the wall but also word wall a tool for helping the students remind the vocabulary and word wall provided for students that help in learning activity.

Word wall used color to codes the words. In addition, the use of color was also affected and can attract the interest and attention of the students. The word wall display add color that drawn the attention of the students to the vocabulary. For example, categories of words can be in different color to ease their location on the wall.

Based on the theory above can be concluded word wall was one way to warm up students' interest and increase their motivation in remind vocabulary. Beside, word wall motivated the students. Through word wall as a technique in learning activity, the teacher can motivated the students to learn English in more enjoyable and interesting way. So, the researcher helped the students to find a good and enjoyable the lesson which was appropriate to the way the students think and the students' age.

Vocabulary was one of language component which have to be mastered by students in learning new language.When the students did not know the vocabulary, they found some difficulties in learning and understanding the foreign

language. When the students did not know the way to increase their vocabulary, they lost their interest in learning foreign language, because they cannot understand the foreign language words.

The data were calculated using t_{test} formula. Manual calculation showed that the $t_{observed}$ was 4.354. The criteria of the test was if $t_{observed} > t_{table}$ Ha was received, it meant that there was effect. Then, if $t_{observed} < t_{table}$ H0 was rejected and it meant there was no effect. Then, to know t_{table}, it used formula Df = N+N-2, and N = 2. So, Df = 30+30-2 = 58.

The $t_{observed}$ was consulted with t_{table} which df = 58. Significant standard 5% = 1.671. So, after comparing the $t_{observed}$ with the t_{table} it was found that the $t_{observed}$ was higher than the value of t_{table} at 5% significance level or 4.354 > 1.671. From the calculation above, it can be seen that $t_{observed} > t_{table}$. It can be concluded that H_a accepted and H_0 was rejected.

Then, the data was calculated using t_{test} SPSS 16, it was found that the value of t_{test} was higher than t_{table} at 5% level of significance t_{test} = 3.892 > t_{table} = 1.671. This finding indicated that the alternative hypothesis stating that there was effect of word wall technique toward the students' vocabulary score at the seven graders of MTs An-Nur Palangka Raya was accepted. On the contrary, the null hypothesis stated that there was no effect of word wall technique toward the students' vocabulary at the seven graders of MTs An-Nur Palangka Raya was rejected.

Problem of the researcher when conducting the study in implementation the technique by word wall was about the students which they have not known yet about word wall. So, the researcher should introduce the word wall first to them and made students enthusiasm with the word wall.

Next problem when played the game, the writer reviewed the vocabulary with play "Word Picture" and the students interested with the games. They guessed the word based on picture. But, the problem appeared when the researcher reviewed the vocabulary with play "Guess the Word", the students did not interest in the game. The students did not interest because they were guessed the word based on the meaning that had given. The game was used based on the kind of game that consisted of the word wall.

The use of word wall in teaching vocabulary was proven to have a significant effect on students learning values. The explanation can be seen in following table.

Table 4.12 Previous Studies and My Research

No	Previous Study		My research	Conclution
	Name	Research Result		
1	Siska (2011)	a. Teach students to learn independently. b. Support students in learning activities. c. Attract the attention of students in mastering vocabulary an activities using word wall make classrooms atmosphere more interesting.	Norliana (2018): a. to find a good and enjoyable the lesson which was appropriate to the way the students think and the students' age. b. made students enthusiasm with the teaching Vocabulary. c. important tool for helping students learn to read.	Proved
2.	Indrayana (2014)	a. Word walls provided students with easy access to words they need to know during activities. b.Promotes reading and writing.		Proved

| 3. | Ervina (2015) | a. word wall a tool for helping the students remind the vocabulary and word wall provided for students that help in learning activity.
b. word wall was one way to warm up students' interest and increase their motivation in remind vocabulary. | | Proved |
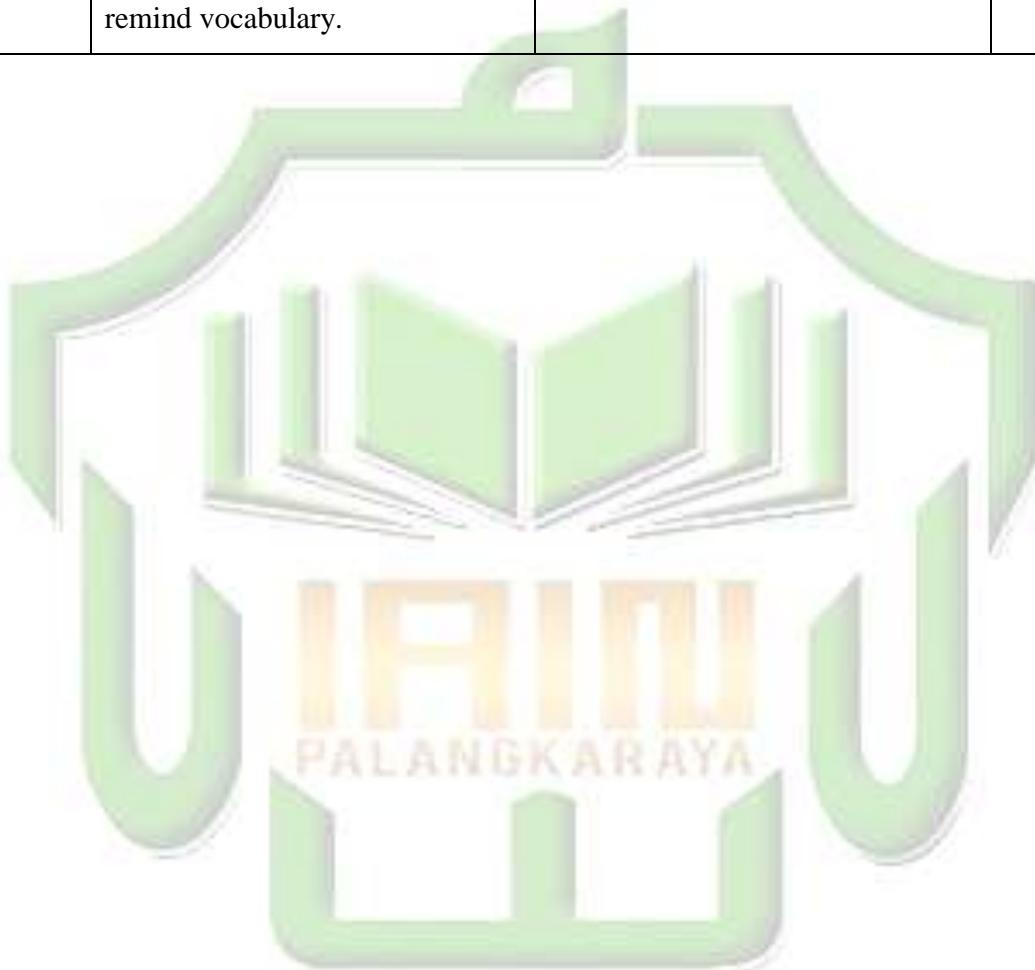
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestion about the result of study. The conclusion of the study was the answer of Problem of the Study as stated in chapter I which the finding was based on the result of data analysis. The suggestions were expected to make better improvement and motivation for students, teacher and researcher related with the teaching of vocabulary by word wall technique.

A. Conclusion

The problem of the study as stated in chapter I "Is there effect of using word wall technique toward students' vocabulary size at seven graders of MTs An-Nur Palangka Raya?"

After getting the data were from pre-test and post-test, the researcher analyzed the data using SPSS 16. Program to tes the hypothesis stated based on the result of analysis, it was found that the value of t_{test}=3.892 with t_{table}=1.671 at 5% level of significance and t_{table}=2.390 at 1% level of significance with degress of freedom=58. It showed that the t_{test} was higher than the t_{table}. The result of testing hypothesis determined that the Alternative Hypothesis (H_a) stating that there was significant effect of using word wall technique toward the students vocabulary size at the seven graders of MTs An-Nur Palangka Raya was accepted

and the Null Hypothesis (H_0) stating that there was no significant effect of using word wall technique toward the students vocabulary size at the seven graders of MTs An-Nur Palangka Raya was rejected. It meant that there was significant effect of using word wall technique toward the students vocabulary size at seven graders of MTs An-Nur Palangka Raya.

B. Suggestions

In line with the conclusion, it would like to propose some suggestions for the students, teachers and the researcher as follow:

1. For the Students

For the students, when they studied vocabulary size by word wall, it was recommended that they have to pay attention to the lesson because the learning become more interesting, interactive, and happy and the students' role to be more positive and more enjoy.

2. For the Teacher

The teacher must pay attention to the students' level, problems in learning English. Especially, on English vocabulary and the situation created in the class. The teacher had to able to use the technique that consist of discuss, played game then review, so in their learning process the students easier to understand and the students felt have fun when learn English.

3. For the Researcher

Since the study was experimental study by word wall technique on vocabulary for the junior high school. So, the researcher recommended for the other researcher who wanted to conduct the study related with word wall to think clearly gave word wall before or after reading. It was needed by teacher participated in the class so that the students gave attention in learning activity.

Learn more about word wall activity and how to implemented word wall in the class.

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