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IMPRVING STUDENTS VOCABULARY ACHIEVEMENT THROUGH WORD WALLS STRATEGY AT EIGHT GRADE OF MTs HIFZI LQUR'AN MEDAN

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ABSTRACT

This research was conducted to describe the improvement of students' vocabulary achievement through word walls strategy at eight grade of Mts Hifzil Quran Medan in 2020/2021 academic year. The research design used was Classroom Action Research (CAR).. The subject of the research was VIII-1 class MTs Hifzil Qur'an Medan which consisted of 25 students. The research was conducted in two cycles and each cycle consisted of three meetings. The results showed that the improvement of the students' scores from the first test in orientation test to the third test in cycle-II test. In the first orientation test, the mean was 48.48, in the second test in cycle-I test, the mean was 63.68, and the third test in cycle-II test, it was improved to be 79.04. Based on the diary notes, observation sheet, and questionnaire, it was found that the teaching learning activities ran well. Students were active and enthusiastic during the teaching learning process in second cycle than the first one. The result of the researcher showed that the use of word walls strategy significantly improved students' vocabulary

Keywords: Vocabulary, Word Walls Strategy

INTRODUCTION

Human being use language as a mean of communication with another people. Not only it is a means of communicating thoughts and ideas, but it also forges friendship, cultural ties, and economic relationships. Without language it is hard

for people to cooperate and get along one another.¹ In Indonesia, English is used as a foreign language. English is considered as an importance language to be learned. Many people want to develop their English vocabulary and make sure they have good English. In educational, English has important role. It could be seen that language has been learned in any levels of educational.

English as foreign language has four skills. They are speaking, listening, writing, and reading.² It means that listening, speaking, reading, and writing need a wide vocabulary acquisition. Mastering vocabulary is the ability to get or to receive a lot of words. Vocabulary is one of the problem confronted by English learners. Because of the learners' limited vocabulary, they cannot communicate to the others clearly. They find difficulties to transmit their idea one to the other. The acquisition of the students in vocabularies can help them to read, speak, listen, and write. Mastering the vocabulary including using word and effectively correctly in sentences or in conversation can help the students finish their school work and many test easier. The more vocabularies they know, the better their chance to do well English test.³

The objective of teaching English is to enable students to communicate in English orally and written form. Accuracy and fluency are aspects of language proficiency. Accuracy refers to mastering language components; pronunciation, vocabulary and grammar. Meanwhile, fluency refers to mastering language skills: listening, speaking, reading and writing. Moreover, mastering language skills is the objective of English teaching based on the current School-Based Curriculum.

In teaching and learning process, the important thing is not only how much or how less teaching and learning are done in the classroom, but also how the students are active and fun in their learning process. It has formed the philosophy or learner-centered method that is divided into two focuses are on language process and the language content.

¹ Sholihatul Hamidah Daulay, *Introduce to General Linguistics* (Medan: La Tansa Press,2011),p.11.

² Siska Yuliana.(2011). *Improving Students' Vocabulary by Using Riddles Game at the Second Grade Students of Mts Miftahul Ulmu Bendung Mojokerto*, Surabaya: Thesis,p.1.

³ Nur Hidayat,(2017). *Improving Students' Vocabulary Achievement through Word Games*, Journal Of Education Society,Vol.1 No1,p.95

Therefore, in it should attract the interest of students to follow the lesson in determining learning strategy, it must be in accordance with the material, the teacher is required to know the ability of students to follow teaching and learning process using the learning strategy applied in the classroom. It is implemented in order to improve student learning assessment.⁴

If the comprehension towards the material can be achieved, there are motivation in learning process of English vocabulary. In addition, learning process is success if influenced by the teacher itself, the teacher only as a media and facilitator while students are required more active.

Based on the writer's experience in teaching training practice, most of the students have many problems in mastering English words and this situation makes them lazy to study English. Learners usually have many problem in mastering English words. They have limited vocabulary to comprehend the meaning of words in text; they do not know the context of word usage, cannot recognize the meaning of each word, not able to listen the English words from speakers, cannot compose their writing task successfully, and get difficulty to communicate effectively in English.⁵

Teaching English for Junior High School needs appropriate strategy in order that they do not feel bored and they become active in the classroom. One of the strategies is Word Walls. A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. According Erin⁶ Interactive word wall showcase well-selected words; they help teachers build a foundation for student content vocabulary comprehension. They also support word-learning strategies by highlighting root words, suffixes, and their meanings. This helps students decode meaning in text. Additionally, when students use the word walls they become more conscious of words and definition. This supports content

⁴ Mofareh Alqahtani,(2015), *The Importance of Vocabulary in Language Learning and How to be Taugh*, Internatioanal Journal of Teaching and Education,Vol.3 No.3,p. 22.

⁵ Syarifuddin Achmad,(2013),*Developing English Vocabulary Mastery through Meaningful Learning Approach*, International Journal of Linguistics, Vol.5 No.5,p.78.

⁶ Erinn L. Henrichs,B.S.(2011). *Interactive Word Walls and Student Perceptions of Vocabulary*. Thesis. San Marcos: Texas State University.p.57.

comprehension. It also helps students become aware of vocabulary in the world around them.

In reference to the explanation above and the strong desire of finding the solution of these problems, the writer has motivation to do research improving the students' achievement on vocabulary through Word Walls.

There were some researches that used the Word Walls strategy to improve the students' vocabulary achievement. One of researchers was Decy Anggriani⁷ academic year student of State University of Medan had done a research by using word walls in vocabulary. She conducted an action research; It focused on improving students' achievement on vocabulary because it can help the students to recognize, promote independence, develop a growing core of words, and provide reference support for students during their reading and writing. In this research, the Word Walls Strategy was applied in teaching vocabulary provided by games especially alphabet games. It will make student more interested in learning process. Hopefully that the students' vocabulary achievement can be improved. Of course by using games help the students to memorize the words and help their teacher to increase students interest and to motivate them the vocabulary.

In this research the Word Walls Strategy was applied in teaching vocabulary provided by games especially alphabet games. It will make students more interested in learning process. Hopefully that students' vocabulary achievement will be improved. Of course by using games help the students to memorize the words and help teacher to increase students' interest and to motivate them to learn vocabulary.⁸

Because in learning English includes four skills, namely listening, speaking, reading, and writing also grammar. It is impossible that one master one of the skill without mastering vocabulary. Gough⁸ says that "vocabulary and grammar are both important". With a bigger vocabulary, the learner will be able to talk them fluently and more accurately. In this case, vocabulary is important than grammar, because it is a word, which carries the content of what want to say. The more words you know, the

⁷ Decy Anggriani, (2013). *Improving Students Achievement on Vocabulary through Word Walls*. Thesis. Medan: State University Of Medan.p.3

⁸ Chris Gough(.2001). *English Vocabulary Organizer 100 Topics for Self Study*, London: Comercial Color Press.p.3

more, you will be able to communicate. You can say a lot of words. Vocabulary is an obligation for students to comprehend English well, without adequate vocabularies, it is impossible for students to understand English well. Therefore, vocabulary is one of the most important things that should be mastered in English because vocabulary is fundamental skill to support the others skills in English.

LITERATURE REVIEW

Students' achievement in terms of research is indicated in the form of scores. Teacher gets the score based on the cognitive, affective, and psychomotor domains (Bloom Taxonomy). Cognitive domain involves knowledge and the development of intellectual skills. The affective domain includes the manner in which the students deal with things emotionally, such as feelings, appreciation, enthusiasms, motivations, and attitudes. The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. It is the skill to do something. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

Vocabulary

According to Oxford Dictionary⁹ a vocabulary is defined as “all the words known and used by particular person”. A person's vocabulary is the set of the words they are familiar with in a language. Learning a language means learning its vocabularies. We use the vocabularies in communication either in spoken form or written form. We try send messages, share information and ideas by using the languages. In general no languages acquisition is possible without understanding the vocabulary, in the second language.¹⁰

A vocabulary usually grows evolves with age, and as tool for communication Moreover, Nunan¹¹ states that words are clearly vocabulary. She also adds that

⁹ AS.Hornby,(2003),*Oxford Learners Pocket Dictionary* ,(New York :University Press),p.462

¹⁰ Howard Jackson,(2002),*Grammar and Vocabulary*,(London:Routledge),p.202.

¹¹ Yusuf Ali Abdullah, English Translation of Al-qur'an.(Retrieved December, 2006), from In addition, Macmillan Dictionary

vocabulary is not only that, but it also words combination/ multiple units, word families, and core meaning also are counted as vocabulary.

Vocabulary is defined as large numbers of words that students have to know; not only memorizing the form of the word but also understands the meaning. Allah SWT has given us ability to do everything even to communicate especially in developing vocabulary. He says the word in Qur'an Surah Al-alaq (verse:1-5)and acquiring knowledge.

Meaning: *' Recite in the name of your Lord who created. Created man from a clinging substance. Recite, and your Lord is the most Generous. Who taught by the pen .Taught man that which he knew not.'*

From this verse, Allah show how Muhammad in the first read Al-qur'an. Allah has obeyed Jibril to teaching from the reading. It's mean we can know another thing from the reading. We know the words from reading that many vocabularies we can get from the words many times before they can be said to have learned them¹², vocabulary is a list of words and their meaning, especially in a book for learning a foreign language. We can learn foreign language from the books that have vocabulary from that the foreign language too. We read the books and try to remember the vocabulary and their meaning. Vocabulary researchers have tried to determine the size of the mental lexicon (how many words a person knows) and how a person accumulates this enormous number of words.

According to Johnson, is elaborates from different vocabularies such as: listening vocabulary, speaking vocabulary, reading vocabulary, writing vocabulary, they are (a) listening vocabulary are the words we hear and understand, commonly referred to as words we know. This is the largest of our vocabularies and the one upon which the others are built. (b) speaking vocabulary, are the words use we use in conversation. Our listening vocabulary is larger than our speaking vocabulary because our

¹² Macmillan Dictionary,(2014), Macmillan Publisher Limited <http://www.macmilan>. accessed on 25th February 2020

understanding of some words is incomplete or contextual (we understand a word in the context of a sentence or situation, but not necessarily by itself) Thus, adding both depth and 16 dimension to our knowledge enables us to express our thoughts more efficiently and effectively. (c) Reading vocabulary, are the words that we are able to read. Most students enter school with very few words in their reading vocabulary. To this, they add approximately three thousand new words a year. As stated earlier in this book, learning to read is much easier if students are reading words in their listening and speaking vocabularies. Thus, increasing the number of words in students listening vocabularies makes learning to read easier. (d) Writing vocabulary, are the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

In term of form, vocabularies divides into two, oral and print vocabulary. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. The point of the statement above is that vocabulary is needed both for spoken and written activities.¹³ In the 1994 curriculum explained that the standard vocabulary for each level is different, (1) Standard for Junior High School is 1000 vocabulary until graduated. (2) standard for Senior High School is 2500 vocabulary until graduated. Based on the explained the researcher can conducted for junior high school is 1000 vocabulary is divided into 3 years until graduated is 333 vocabulary every years.

RESEARCH METHODOLOGY

This research will be conducted on February- March 2020/2021 academic year. The subject in this research are students at grade eight of MTs Hifdzihil

¹³Nur Hidayat,(2017). *Improving Students' Vocabulary Achievement through Word Games*, Journal Of Education Society,Vol.1 No1,p.95.
Bright Vision: Journal Language and Education Vol. 2 No. 2 2022

Qur'an Yayasan Islamic Centre. The number of the students consist of 25 students, those are 11 female and 14 male. The researcher choose this location because some reasons are: (1). The researcher have conducted Furthermore, quantitative data is the data used to test the test before and after treatment or known as the pretest and posttest. The test test was made to compare the results of students' speaking ability in two conditions, namely the ability before the experiment and the ability after the experiment. Researchers will look for the average of each post test per cycle. The formulas that can be used are as follows.

$$X = \frac{\sum X}{N}$$

N Where :

X = the mean of students score

microteaching practice in this school. (2). The location is near to the researcher's boarding house. (3). The writer wants to give contribution in this school. This study was applied by using quantitative and qualitative data. The qualitative data were taken from observation sheets, diary notes, and questionnaire. The quantitative data were taken from the mean of students in taking vocabulary test. This research was conducted in the eighth grade

at MTs Hifzil Qur'an Medan which consisted of 25 students. It was accomplished in two cycles. Every cycle consisted of four steps action research (planning, acting, observing, and reflecting). The first cycle including pre- test conducted in four meetings. The second cycle was conducted in three meetings, so there were seven meetings altogether. In the last meeting every cycle, the students were given a progressive test,

$\sum X$ = the total score

N = the member of students¹⁴

Then, researchers used this formula.

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The precentage of students got score 70

R = The Precentage of students got score above 70

T = Total number of students who participate in the test

¹⁴ Anas Sudijono. 2014. *Pengantar Statistik Pendidikan*. Jakarta :Raja Grafindo Persada. p. 81
Bright Vision: Journal Language and Education Vol. 2 No. 2 2022

FINDING AND DISCUSSION

Table 4.4
The Percentage of Students who got point up to 70

Competenc e	Percentage
Pre-Test	8%
Post- Test I	32%
Post- Test	76%

The result of percentage of students master during the research showed that percentage of students master improved in each test. In the pre-test there was only 8% (one student) who got point up 70, because the teacher did not gave the treatment to the students yet.

In the post-test I there was improvement of percentage of students who got point up to 70 namely 32% (8 students). In the post- test I (cycle-I), the students did not get meaningful changes score from pre-test I to post-test I, although the teacher had applied Word Walls strategy in teaching vocabulary. It was many students were not seriously or active in doing the task because they did not know what to do even they just imitated their friends' task. Besides that, the lack of students' interest in learning English, lack of motivation and control the teacher, makes the students were not seriously. In observation sheet and diary notes showed that many students were not respectful to the teacher's explanation about Word Walls strategy, they did not want to ask about the topic in learning English.

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the analysis of the data, it was found that the mean score of posttest was higher than the mean score of pretest. That was, the mean score of the pretest was 48.48, in the second test in cycle-1 test, the mean was 63.68, and the third test in cycle-II, it had a chance that was an improvement to be 79.04.

It could be concluded that, the use of Word Walls strategy was enjoyable in teaching learning English, especially in improving students' vocabulary mastery. By using word walls strategy, students were interested, fun and enjoyable in learning English, because it was easier for students to understand and motivated them to learn the better lesson.

D. SUGGESTION

After the researcher made the conclusion of teaching vocabulary by using word walls strategy to the students of Grade VIII in MTs HifzilQur'an Medan. The researcher would suggest to the teachers and students.

1. To the teacher

The teacher who has directly involved to the teaching-learning process is suggested to improve the implementation of his/her technique in teaching vocabulary. The teacher will be able to employ various techniques in vocabulary teaching. The use of various in teaching can keep the students' interested in learning. When it learns, it will help the students to keep the concentration in their subject.

2. For the students

The students who learn English, especially vocabulary has to enhance their motivation to learn and involve in the teaching-learning process as actively. After getting some new words, the students are expected not only to able to remember and recognize but they also can apply it in making sentence.

3. For the Other Researcher

To other researchers, this research can be useful to collect information about the research related to students' vocabulary mastery field. The other researchers also can use Word Walls strategy with different subjects/respondents to find out the advantages of this strategy in improving students' vocabulary skills.

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