IMPROVING VOCABULARY MASTERY OF GRADE VII STUDENTS AT SMP NEGERI 19 PALU THROUGH WORD WALL

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Abstrak

    Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata kelas tujuh siswa di SMPN 19 Palu melalui word wall. Penelitian ini dirancang sebagai penelitian tindakan kelas dan empat tahap penelitian tindakan kelas; perencanaan, pelaksanaan, observasi dan refleksi. Penelitian dilakukan dalam dua siklus. Siklus 1 terdiri dari tiga pertemuan dan siklus 2 terdiri dari dua pertemuan. Subjek penelitian ini terdiri dari dua puluh siswa. Untuk mengukur penguasaan kosakata, tes individu diberikan. Kriteria keberhasilan individu adalah 72 dan klasikal 75%. Hasil siklus 1 menunjukkan terdapat 12 (60,00%) siswa berhasil dan 8 (40,00%) siswa gagal. Pada siklus 2 terdapat 16 (80,00%) berhasil dan 4 (20,00%) siswa gagal. Penelitian tidak dilanjutkan pada siklus berikutnya, karena kriteria ketuntasan sudah dicapai. Dengan kata lain bahwa permasalahan kosakata siswa dapat diselesaikan dengan menerapkan word wall.

Kata Kunci: *Penguasaan kosakata, word wall, kelas kata*

Language is an essential of communication for all human being activities in this world. One of the elements that can support language is vocabulary. Successful teaching is supported by the four language skills; listening, speaking, reading and writing. Teaching English vocabulary as a component of language is considered as an important factor to improve language skills due to the fact that vocabulary is the basic component of a language, in which without an extensive vocabulary, we will not be able to use structures and functions we may have learned for understandable communication.

Teaching English vocabulary at a Junior High School has some objectives. Among the objectives are to enrich the stocks of the students' vocabulary, to help students acquire the four basic language components, i.e., grammar, pronunciation, spelling, vocabulary and etc. Vocabulary plays an important role in communication. It helps people communicate and comprehend language well. (Clark; 1973: 32). The ability to listen, speak, read and write good English is influenced by the people's vocabulary mastery. Vocabulary has to be remembered,

it must be taught in a manner that makes the vocabulary meaningful.

More than anything, vocabulary needs to be taught within a meaningful context. When new terms are taught as part of a set of experiences that are meaningful to the student, the new word is much more likely to be remembered.

Teaching English Vocabulary at SMPN 19 Palu has some weaknesses. The teacher is too focused on teaching tenses and forgot vocabulary. Students are too focused on the tense and often forget the importance of vocabulary, it means that teacher only asks the students how to answer questions of text which have been given by the teacher and the students have to write it on their worksheet without telling them the meaning of each answer. Students are not facilitated to know, think and understand the vocabulary itself. This is the reason why students are lazy and get bored to study English. More importantly the students feel shy to pronounce English vocabulary because they do not know how to pronounce it.

There are many techniques that can be applied to improve vocabulary. The

technique can be: telling stories, singing a song, puzzle and so on. One of techniques of teaching vocabulary is using Word Wall. This technique helps teacher to teach students to master the English Vocabulary. Words wall is literacy tool composed of an organized and typically in alphabetical order, collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom. (Morison; 1991: 232). Students will be interested in learning vocabulary through Word Wall due to the presence of varying media.

Students will be learning more because they will be enjoying their learning process by using the media as Word Wall. Given the ability of the interactive word wall to combine the effective teaching strategies and social interaction, an interactive word wall seems to be an excellent tool for teachers to teach vocabulary to their students. Word Wall is one of the good and effective techniques to improve student's vocabulary. It starts with the teacher who writes some words in the capital letter with different themes which relate and influence the students' creativities in learning the English vocabulary and providing a visual map to help children remember connections between words and the characteristics that will help them form categories. (Doff, 1988: 87)

Word wall have many benefits. Students can recognize and spell high frequency words, see patterns and relationship in words. The word wall also provides reference support for children during reading and writing activities. (Mc Charthy, 1990:3). Children learn to be independent as they use the Word wall in daily activities, to support the teaching of important general principals about words and how they work. Based on the important role of vocabulary in teaching learning English, the researcher is going to conduct the Classroom Action Research concerning teaching vocabulary by using Word Wall of the Grade VII Students at SMP Negeri 19 Palu will help the students in memorizing and using the words easily.

Word Wall

The definition of word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a technique designed to promote group learning. Regarding the definition above, word wall is a systematically collection of words in large letter and placed in the classroom wall. It is a technique to use, not just display. This technique can be designed to improve learning and group activities that can involve students in the making process and usage activity. By using word wall technique, it is expected that students could improve understanding of the English vocabulary without using the dictionary.

Word Wall technique is a technique that is used to make the classroom environment become active. The students are allow to be active gain with their teacher. This technique is using words which will be seen as a technique to introduce to the students and make them interest and enjoy their study. (Phillips, 1996: 74).

A word wall is a collection of high-frequency sight words that are age appropriate, classified into groups or categories, and is located on the wall of a classroom for children to easily see and learn (Brabham & Villaume, 2001; Copper & Kiger, 2003). Utilizing word wall and word wall activities may help students develop a sight word vocabulary that further allows them to retain the words (Hall & Cunningham, 1999).

Word Class

Terms used to classify words based on their functional categories are called part of speech, (Harmer; 1998: 36) which includes as follows:
1) Noun

Noun is a word (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. Example: man, city, book, sense, walking stick, and town hall.

A noun can be made by adding –ist or –ism to the noun or by adding –ion,
-ment, -er, to the verb or by adding –ness, -ity, to the adjective (Mc Carthy; 1994: 16). For example: happy (adjective) –happiness (noun).

The types of noun are:

Countable noun & Uncountable noun

Countable noun is a noun with both a singular and a plural form, and it names anything that can count. It is the opposite of uncountable nouns and collective nouns (Harmer; 1998: 36). For Example: Seven mountains, an apple, and some mangoes.

Uncountable noun is a noun which does not have a plural form, and which refers to something that could (would) not count (Harmer; 1998: 36).
For example: Some sugar, a little snow, much hair and little meat.

Proper Noun & Common Noun

Proper Noun is a noun that wrote with capital letter, since a name of specific person, place, or thing. The names of day of a week, months, historical documents, institution, organization, their holy texts and their adherents are proper nouns (Thomson, 1986: 24). For example: France, Madrid, Harold, Tom.

Common Noun is a noun referring to a person, place, or thing in a general sense; usually we should write it with a capital letter only when it begins a sentence (Thomson; 1986: 24). For example: dog, man, and table.

Concrete Noun & Abstract Noun

Concrete noun is a noun which names anything (or anyone) that can perceive through physical senses: touch, sight, taste, hearing, or smell. A concrete noun is the opposite of abstract noun (Thomson; 1986: 29). For example: chair, table, and car.

Abstract noun is noun which names anything which cannot perceive through five physical senses, and is the opposite of a concrete noun (Thomson; 1986: 29). For example: spirit, happiness, sadness.

Collective noun

Collective noun is a noun which describes groups, organization, animals or person. A collective noun is similar to an uncountable noun, and is roughly the opposite of a countable noun (Harmer, 1998: 38).
For example: family, class, team, and committee.

Noun plural

Most noun change their form to indicate number by adding –s or –es (Thomson; 1986: 25). For example: Two books, two babies.

2) Verb

Verb is a word (or group of word) which is used in describing an action experience or state. There are three important types of verb to be aware of auxiliary, main, and phrasal verbs, transitive and intransitive, and regular and irregular.

Auxiliary Verbs

These are "be, do, have and the modal auxiliary verbs (shall, should, will, would, can, could, may, might, must or ought, to)". They are used with main verbs in affirmative, negative and question formation (Harmer; 1998: 38).

For example:
• We are staying at our friend's house.
• We can't afford to pay for a hotel.

Main verb

These carry the main meaning (Harmer; 1998: 39).

For example:
• She arrived at six o'clock.
• He wrote a poem to his girls' friend.

Phrasal verb

These are formed by adding an adverb or a preposition (an adverb and a preposition) to a verb to create new meaning (Harmer; 1998: 39).

For example:

• I will just look over the plants before we start.
• Can we put of the wedding till after the funeral?

Transitive and intransitive

1. A transitive verb needs a direct object to complete its meaning or it can't stand alone.

For example: The plants need water.

2. An intransitive verb can stand alone in the predicate because its meaning is complete.

For example: The plant grows

Regular and irregular verb

1. Regular verbs are formed by adding (-ed): call-called, arrive-arrived etc.

For example: Susi called the doctor yesterday.

2. Irregular verbs change completely in the past tense: go, went, gone.

For example: Jack went to the school by bus yesterday.

3. Adjective

An adjective is a word that gives more information about a noun or pronoun. They can have many forms and be used before and after nouns (Harmer; 1998: 43). An adjective can be made by adding –*ful* to the noun or by adding –*ive, -ing, -ed, -able, -less,* to the verb (Mc Carthy; 1994: 17), for example: *exhaust (verb) – exhausted (adjective).*

According to Thomson (1986: 33), there are kinds of adjective:

a. Demonstrative : (this, that, these, those)
b. Distributive : (each, every, either, neither)
c. Quantitate : (some, any, no, little/few, much, etc)
d. Interrogative : (which, what, whose)
e. Possessive : (my, your, his, her, its, our, your, their)
f. Of quality: (clever, dry, fast, golden, good, heavy)

RESEARCH METHOD

Research Design

The design of this research is a Classroom Action Research (CAR). Classroom action research is defined as a form of self-reflective enquiry undertaken by participants; teachers,students or principals and collaborator. Kemmis (in Mc Niff, 1992:2). The researcher would focus on particular classroom or group with qualitative and quantitative approach. Action research is a research to improve upon the education environment in the classroom. Usually, informal action research can take the form of teachers analyzing behavior and various classroom situations to better understand their classroom environment, the locus of the research is at class VIIB. This research was conducted in spiral of steps. To conduct this research each step was called a cycle and it has four stages: planning, acting, observing, and reflecting. These steps were continued to the next step or cycle if the first cycle is not successful, it still follows the previousstage: planning, acting, observing, reflecting, and they are continue until the target is achieve.

Planning

In this stage, the researcher and collaborator was worked collaboratively to design lesson plan, preparing instructional material and media, and preparing the criteria of success. The steps of planning was done and continued on creating the material and steps to teach vocabulary through Word Wall.

2. The Implementation of the Action

Plan The implementation is actually the manifestation what has been designed in the lesson plan. The treatment has been conducted by the researcher in the classroom based on the lesson plan. To do it well, the appropiate, interesting material and media have been used by the researcher, and has been focused on the Word Wall technique. In teaching vocabulary by using Word Wall

3. Observation

Observation is a process of recording and collecting data about any aspect or event that is happening in the teaching and learning process. In this step, the way of teacher implements word wall technique in the teaching of vocabulary was observed by the collaborator. The technique has been implemented by the teacher and the students' participants in teaching process were observed by the teacher, students' activities in the classroom were observed by the researcher and the collaborator. During the teaching and learning process, the student's problem were controlled, guided and identified by the researcher.

4. Data Analysis

The data collected in this research were qualitative and quantitative. Mc Millan (1993:41) states 'Qualitative data appear as words rather than number and quantitative ones appear as number whose meaning is derived from statically procedures employed'. In this research, the qualitative data taken from the teacher's and student's performance and the teacher's document, observation, field notes.

Meanwhile, the quantitative data were taken from students' score in vocabulary test. The score according to vocabulary scoring guide which is designed by the researcher. The scoring system of the test can be seen into following table.

Criteria of Success

In order to determine continuation of cycle, criteria of success is needed. Moreover,the main concept of action research suggest that an appropiate form of analysis is through disscussion of criteria and areas of concern as well as isolate instance of behaviour (McNiff, 1992: 85). Since the researcher is about teaching vocabulary through Word Wall, so the criteria of success in this research are follows: The Individual students' score on vocabulary test is 72 or higher, and must be achieved by 75% of the subjects.

FINDINGS AND DISCUSSIONS

The results of the data analysis show that, the test items were 25, the total number of the students who were successful in cycle 1 are 60% or 12 students, and the failed students who got lower then 72 are 8 students or 40%. The total score for 20 students is 1428 where the average is 71, 40 and the percentage of failed students was 40% and for the successful students was 60%. Based on the result of the vocabulary test in cycle 1 the researcher and collaborator should prepare for the cycle 2 to improve students achievement.

Based on the results of the analysis, the researcher and her collaborator conclude that the implementation of teaching vocabulary by using word wall is successful. It strengthened by the result of the test in cycle 2 where the percentage of the students who are successful 80,00%. In accordance with this successful achievement, the researcher and collaborator decide to stop the action. The researcher and collaborator got the conclusion that the students could use vocabulary word wall as the technique in memorizing the vocabulary in their mind.

Discussions

The researcher concluded to continue the research to the next cycle. There were several problems related to the students' vocabulary mastery, the motivation that could be seen on the class situation that needed to be solved. Therefore, the researcher had revised her plan that would be conducted in the second cycle. The second cycle was conducted in two meetings. Each meeting took 80 minutes. In this cycle the researcher tried to overcome the problems which still occurred in the first cycle. The researcher would divide the students into small group. It would make them more focus on the lesson and would help the researcher to check the students' ability easily. To overcome the problem when the students felt

bored, the researcher would make little competition.

This activity was expected to give more motivation to the students. To make the students understand how to use vocabulary, the researcher gave them task and asked them to make and practicing the sentences. Read the sentences in front of the class also improved students" confidence. The researcher still used game to make them more active and interested. In the cycle 2, the researcher combined word wall with games. She also added competition to make student more interested. However, there was some improvement in the cycle 2. The students were more active in the lesson. They tried to answer questions although they did not pronounce some words correctly. They were more confident in answering questions in front of the class. When in the first cycle the students had no focus on the lesson, in the second cycle the students had more focus on the group work. They were not noisy but they were more enthusiastic. The students did not felt bored, in the second cycle. The class was noisy, but this was positive effect. They seemed interested in the lesson and enjoyed the lesson.

CONCLUSION AND SUGGESTION

Conclusions

Vocabulary of the Grade Seven Students at SMPN 19 Palu can be improved by implementing "Word Wall". Vocabularies can be improved by explaining the word wall, descriptive text, how to constuct the words as subject and object in simple sentences. It means that the implementation of word wall in teaching vocabulary can make the students active in learning process so this technique is suitable and effective especially in improving students' vocabulary mastery.

Suggestion

Teachers should use interesting media when they implement "Word Wall" technique. The English teacher should select the techniques that are not only interesting but also appropriate with the subject and student's needs.

The school should provide enough facilities, so teaching and learning English will take place smoothly.

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