

**AN UNDERGRADUATE THESIS**

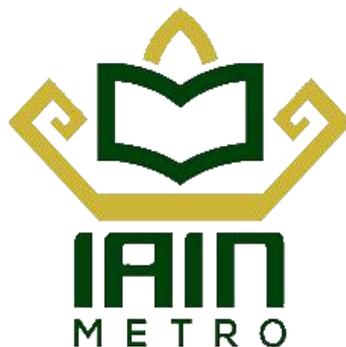
**THE USE OF WORD WALLS MEDIA TO IMPROVE  
STUDENTS' VOCABULARY MASTERY AT THE EIGHTH  
GRADERS OF SMP NEGERI 10 METRO**

**By :**

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**THE STATE INSTITUTE FOR ISLAMIC STUDIES OF  
METRO**

**1439 H / 2018 M**

**THE USE OF WORD WALLS MEDIA TO IMPROVE STUDENTS'  
VOCABULARY MASTERY AT THE EIGHTH GRADERS OF SMP  
NEGERI 10 METRO**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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*Assalamualaikum Wr.Wb.*

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Judul Skripsi : THE USE OF WORD WALLS MEDIA TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADERS OF SMP NEGERI 10 METRO

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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## **ABSTRACT**

### **THE USE OF WORD WALLS MEDIA TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADERS OF SMP NEGERI 10 METRO**

**By:**

**TIA ANGGRAINI**

This research was aimed to know that Word Walls Media can improve students' vocabulary mastery at the eighth graders of SMP Negeri 10 Metro. This research was based on the last observation result which the students' vocabulary score was improved and learning process had been active through Word Walls Media.

In this research, the researcher conducted Classroom Action Research (CAR). It was carried out to solve the students' problem in vocabulary mastery. The CAR design that used in this research was Kemmis Mc Taggart's design. It consists of four phases: planning, acting, observing, and reflecting. This research was conducted in 2 cycles and every cycle consists of 2 meetings. The subject of this research was the students of class VIII of SMP Negeri 10 Metro. In collecting the data, this research used test, observation, and documentation.

Based on the result and the discussion of this research, it could be said that the implementation of Word Walls Media to improve students' vocabulary mastery was success because the criteria of success (80%) was achieved. The result of the research showed that there were 82,1% of students passed the minimum standard criteria (75) in the post-test 2. Before the action was conducted, there were just 25% of students who passed the minimum standard criteria in the pre-test. Besides that, the significant improvement could be seen from the students' learning activity. It means that the using of Word Walls Media can improve the students' vocabulary mastery.

***Keyword: Vocabulary Mastery, Word Walls Media, Classroom Action Research***

## **ABSTRAK**

### **PENGUNAAN MEDIA KATA DINDING UNTUK MENINGKATKAN PENGUASAAN KOSA KATA SISWA KELAS 8 SMP NEGERI 10 METRO**

**OLEH:**

**TIA ANGGRAINI**

Penelitian ini bertujuan untuk mengetahui bahwa media kata dinding dapat meningkatkan penguasaan kosa kata siswa kelas 8 SMP Negeri 10 Metro. Penelitian ini berdasarkan pada hasil penelitian terakhir yang menyatakan bahwa nilai kosa kata siswa meningkat dan proses pembelajaran berjalan secara aktif melalui media kata dinding.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas. Penelitian ini diadakan untuk memecahkan masalah siswa dalam penguasaan kosa kata. Desain penelitian tindakan kelas yang digunakan dalam penelitian ini adalah desain dari Kemmis MC Taggart. Desain penelitian ini terdiri dari 4 fase yaitu perencanaan, pelaksanaan, observasi dan refleksi. Penelitian ini dilakukan dalam 2 siklus, setiap siklus terdiri dari 2 pertemuan. Subjek penelitian ini adalah siswa kelas 8 SMP Negeri 10 Metro. Metode yang digunakan dalam mengumpulkan data adalah tes, observasi, dan dokumentasi.

Berdasarkan hasil dan pembahasan penelitian ini, menunjukkan bahwa penerapan media kata dinding dapat dikatakan berhasil dalam meningkatkan penguasaan kosa kata siswa karena kriteria keberhasilan (80%) telah tercapai. Hasil penelitian menunjukkan bahwa 82,1% siswa dapat mencapai KKM dalam post-test 2. Sebelum penelitian dilakukan, hanya ada 25% siswa yang dapat mencapai KKM pada pre-test. Selain itu, peningkatan yang signifikan dapat dilihat dari aktifitas belajar siswa. Ini berarti bahwa penggunaan media kata dinding dapat meningkatkan penguasaan kosa kata siswa.

***Kata Kunci: Penguasaan Kosa Kata, Media Kata Dinding, Penelitian Tindakan Kelas***

**STATEMENT OF RESEARCH ORIGINALITY**

The Undersigned:

Name : TIA ANGGRAINI  
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States that this undergraduate thesis is originally the result of the researcher's research, except the certain parts which are excerpted from the bibliographies mentioned.

Metro, January 10<sup>th</sup>, 2018

The writer,



**TIA ANGGRAINI**  
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 10<sup>th</sup>, 2018  
Penulis



**TIA ANGGRAINI**  
**NPM: 13108567**

## MOTTO

خَلَقَ الْإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

Translate:

He created human, teaching them good at talking. (Ar-Rahman 3-4)

***What you are thinking about, you are becoming***  
-Muhammad Ali-

## **DEDICATION PAGE**

I highly dedicate this undergraduate thesis to:

My beloved parents

(Mr. Sumadi and Mrs. Mursiyem)

My beloved old brothers and old sisters

(Yakup Male, Ruth Damayanti, Roybowo, Kurniawati)

My beloved best friends

( Nurul Khotimah, Anna Meylinda, Athis Linanti, Tuatul Imah, Nurbaiti,

Istiqomah, Dewi Apriliani, Pyngki Soraya, Alimah Setya Ningsih )

My beloved friends of TBI '13 especially for Class C Rusuh

My Alamamater IAIN Metro

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is to Allah, the Lord of the Universe whom without His Mercy and Blessing, none of these would be possible. May peace will not stop to be upon our idol, the only one perfect human, our prophet Muhammad Saw, his family and his companions. The writer is very grateful for the chances she has given to accomplish this undergraduate thesis entitled “The Use of Word Walls Media to Improve Students’ Vocabulary Mastery at The Eighth Graders of SMP Negeri 10 Metro”.

Secondly, the writer would like to express the deepest gratitude to her parents who always give her everlasting love and pray. The writer offers her big thanks to Mrs. Dr. Akla, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty, Mr. Ahmad Subhan Roza, M.Pd as the Head of the English Department and as the co-sponsor, and Mr. Dr. Mahrus As’ad, M.Ag as the sponsor. May Allah SWT give them His better reward for their supporting and guiding during the undergraduate thesis writing process.

The last, the writer do apologizes for all mistakes that she has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for all the readers in particular.

Metro, December 12<sup>nd</sup>, 2017

The Researcher,

Tia Anggraini  
St. ID.13108567

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

One of the important components of languages to learn English is vocabulary, because it has a primary role and it affects the four language skills that are listening, speaking, reading and writing. Vocabulary is basic component in learning English because when the students learn English, they must know vocabulary first. Vocabulary is the collection of words that an individual know. If learners can master of vocabulary, so they will understand the reading text, they can write and they can speak a language. The students who do not master a sufficient number of vocabularies will fail in using language either in oral or written form.

Besides, teaching vocabulary is one of many ways to improve English competence of the students who are learning English. Teaching vocabulary is such an important task in teaching English because vocabulary achievement is related to all language learning and it is of concern to all four language skills. The difficulties in learning English include the aspect of the vocabulary itself. The students' difficult to remember the word, to spell, and to understand the meaning of the word they got. Therefore, the students must be aware of the vocabularies. The students also have lack of interest in learning English and they need a media to improve their interest.

Meanwhile, learning vocabulary for junior high school is important since the ability of the students to learn English such as to write and read, as

well as to comprehend the subject is determined by vocabulary mastery. If the students lack of vocabulary, their ability to communicate and to convey message could not be done. The lack of vocabulary is one of the factors in learning English. The students who have little vocabulary will get difficulties in understanding the oral language or written language.

Furthermore, the researcher tried to study about improving students' vocabulary mastery through word walls media. This research held at eighth graders of SMP Negeri 10 Metro. The researcher got the data of pre survey on May 25<sup>th</sup>, 2017 as follows:

**Table 1**  
**The Percentage of Students' Vocabulary Score at**  
**Eighth Graders of SMP Negeri 10 Metro**

No	Score	Category	Frequency	Percentage
1.	$\geq 75$	Complete	6	21,4 %
2.	$< 75$	Incomplete	22	78,6 %
Total			28	100 %

Source: taken on the pre-survey at May 25<sup>th</sup>, 2017

Therefore, from the data above, the Minimum Mastery Criteria (MMC) of English subject in the eighth graders of SMP Negeri 10 Metro is 75. The researcher found the fact that the students' vocabulary mastery was still low. It could be seen on the table, that just 6 students' or 21,4% students complete score in vocabulary test, and 22 students' or 78,6% students incomplete the test.

Considering the problem above, the teacher had to work hard to solve the problem. Teacher is an important factor in language learning that should be able to use various way or tool of teaching which can make students more interest in learning English. The vocabulary could be mastered through the process of teaching and learning, and the result of learning depends on the process of it. In other word, the process of teaching and learning is important to build up the students' interest.

In order that, we can use a lot of media to improve students' interest in learning process. One of the media is word wall. The use of word walls media is very helpful for teachers to improve students' interest in learning English. When they are interested in certain material, it will be easier for them to understand it well. Word wall also can make the students active and the class more alive.

In addition, word wall is considered as an effective tool to teaching vocabulary. Word wall is a group of words that are put on the wall, bulletin boards, check the boards or white boards in the classroom. By using word walls media in teaching vocabulary mastery, the students of junior high school will get new experience in learning vocabulary. It can also make affective education process in learning English vocabulary and make the students understand about the material. The students comprehend when the teacher gives some new word by word walls media. It is useful in teaching and learning process in vocabulary.

Finally, based on the explanation above, the researcher would intend to carry out the research to solve the problem. It is also implied that word wall can motivate the students' to learning English. Therefore, the researcher decided to conduct a research entitled "The use of word walls media to improve students' vocabulary mastery at the eighth graders of SMP Negeri 10 Metro".

### **B. Problem Identification**

Referring to the background above, the problem identified as follows:

1. The students have lack of vocabulary.
2. The students difficult to remember, spell and pronounce new word.
3. The students difficult to understand the meaning of the word.
4. The students have lack of interest in learning English.
5. The students need an appropriate media that can help them in improving vocabulary mastery.

### **C. Problem Limitation**

Based on the problem identification above, there were several problems that experienced by the students, but the researcher focused on the students have lack of vocabulary so in this research the researcher want to improve the students' vocabulary mastery through word walls media.

### **D. Problem Formulation**

Based on the background of the study and problems identification above, the researcher formulated the problem in this research as follow: "Can

word walls media be able to improve students' vocabulary mastery and students' learning activities at the eighth graders of SMP Negeri 10 Metro in academic year 2017/2018?"

## **E. Objectives and Benefits of The Study**

### **1. The Objectives of the Study**

The objective of the study was to improve the students' vocabulary mastery and students' learning activities at the eighth graders of SMP Negeri 10 Metro.

### **2. Benefits of the Study**

#### **a. For the Students**

By using word wall as a media, it could be used as motivation to make the students more interest in learning English and improve their vocabulary mastery and more understand about the material that teach by the teacher, and also can make students more active in teaching and learning process so the class can more alive.

#### **b. For the English Teacher**

The result of the study could be a consideration for the teacher to use word wall as an alternative media to be implemented in teaching and learning process to improve students' vocabulary mastery.

#### **c. For the Headmaster**

As a consideration in guiding English teacher, taking a decision and coaching in English learning process.

## CHAPTER II

### THE REVIEW OF RELATED THEORIES

#### A. The Concept of Vocabulary Mastery

##### 1. The Concept of Vocabulary

###### a. The Definition of Vocabulary

According to Richards and Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.<sup>1</sup> Besides, Zimmerman in Coady and Huckin states that vocabulary is central to language and of critical importance to the typical language learner.<sup>2</sup> Elfrieda argues that vocabulary is the knowledge of meanings of words.<sup>3</sup> It means that vocabulary is basic element of language that is important to get the meaning of words. If we want to learn English, we have to study vocabulary first because it is the first step when we learn language.

Meanwhile, Caroline states that language consists of words, vocabulary is the collection of words that an individual known.<sup>4</sup> Ur states vocabulary can defines as the words we teach in the foreign language.<sup>5</sup> According to John vocabulary is an inventory of individual

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<sup>1</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p.255

<sup>2</sup> James Coady and Thomas Huckin, *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*, (USA: Cambridge University Press, 1997), p.5.

<sup>3</sup> Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (London: Lawrence Erlbaum Associates Publishers, 2005), p. 3.

<sup>4</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learner*, (New York: McGraw-Hill Companies, 2005), p. 121

<sup>5</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge University Press, 1991), p.60

words, with their associated meaning.<sup>6</sup> In other word, vocabulary is a list of words which have to learn by people to express their feeling and ideas. If we understand the meaning of the words, we can communicate easily.

Furthermore, according to Hanson and Padua, vocabulary refers to words we use to communicate in oral and print language.<sup>7</sup> 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.<sup>8</sup>

From the definitions above, it can be conclude that vocabulary is list of word as well as word meanings that people use and understood, in both oral and written language.

#### **b. Kinds of Vocabulary**

According to David, words are traditionally allocated to one of the following range of word classes: noun, pronoun, article, verb, adjective, adverb, preposition, conjunction, interjection and determiner.<sup>9</sup> It is important to remember that even though noun is important, vocabulary is more than just noun. As a teacher it is important to include verb, adjective, adverb, and preposition as apart

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<sup>6</sup> John Read, *Assesing Vocabulary*, (Cambridge: Cambridge University Press, 2000), p. 16

<sup>7</sup> Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly*, (U.S.: Pasific Resources for Education and Learning, 2011), p.5.

<sup>8</sup> Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning.*, p.3.

<sup>9</sup> Morley, G. David, *Syntax in Functional Grammar, an introduction to lexicogrammar in systemic Linguistics*, (London: Biddies Ltd, 2000), p. 31

vocabulary curriculum.<sup>10</sup>

Furthermore, Miller states that there are two kinds of words such as: Lexical or content word and grammatical or function word.<sup>11</sup>

#### 1) Content word

These words constituting the bulk of vocabulary of the language. There are some kinds of content words, such as:

##### a) Noun

According to Charles, noun is the name of person, place or thing.

##### (1) Person

Person like man, woman, community, baby, people, police, soldier, nurse, the twin, etc are nouns.

##### (2) Place

Place may refer to all kinds of places, including common name, such as city, Island, earth, month, river, office, house, sea, planet, etc, and proper name such as Bali, Japan, Sumatra, Australia, New York, England, Everest, Red Sea, Atlantic, Venus, Hilton Hotel, etc.

##### (3) Thing

Thing includes something that substantively exist whether it is solid or liquid such as animal, sugar, oil, water, tree, car, food, etc. Many kinds of gases such as air, smoke, steam, etc.

Furthermore something which substantively doesn't exist but

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<sup>10</sup>Caroline, T Linse, *Practical English.*, p. 121

<sup>11</sup>Jim Miller, *An Introduction to English Syntax*, (Edinburgh : Edinburgh University Press Ltd, 2002), p. 35

it is conceptually understood and has a particular quality such as ideology, religion, dream, behavior, concept, feeling, expectation, sound, truth, appearance, news, profession, etc.

b) Verb

Verb is a word that show name of action by people. For example think, get, come, go, etc. There are some kinds of verbs as follows:

(1) Action verb

Action verb tells what someone or something physically or mentally does or do. An action verb is transitive if it has an object.

(2) Linking verb

A linking verb is a verb used to link a noun that functions as a subject with another noun or adjective which located in the predicate of the sentence. In some cases, linking verb helps to make a statement.

c) Adjective

Adjective is a word that modifies a noun or a pronoun. (To modify is to limit or point out or describe: *that* book; *another* chance; *the blue* ribbon).<sup>12</sup>

The examples:

(1) Ita has short hair.

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<sup>12</sup> Philip Gucker, *Essential English Grammar*, (New York: Dover Publications, 1966), p. 21.

(2) She is a beautiful student in this class.

d) Adverb

Adverb is a word that explain how the job is done, where is the place, when the events are happened. There are some kinds of adverb as follows:

(1) Adverb of Manner

Example: He runs quickly.

(2) Adverb of Place

Example: She writes a letter on a piece of paper.

(3) Adverb of Time

Examples: Today we are very busy.

2) Function Word

Function word or grammatical word is the word that have little lexical meaning or have ambiguous meaning, but it serve to express grammatical relationship with other word within a sentence, or specify the attitude or mood of the speaker. Each function word either gives some grammatical information on other word in a sentence or clause, and cannot be isolated from other word. There are some kinds of function words as follows:

a) Preposition

Preposition is a word that show relationship between noun, pronoun and other words at the sentence. The example: She go to the market before I come home.

## b) Pronoun

A pronoun can replace a noun or another pronoun. The examples:

(1) This is my bag.

(2) He is my father.

## c) Auxiliary verb

Auxiliary verb used with other verbs for helping to express of meaning, especially has grammatical functions.

The kinds of auxiliary verbs as follows:

(1) To be : (being, been, am, is, are, was, and were)

To do : (does and did)

Have : (has and had)

(2) Modal auxiliary (can, shall, will, may, must, ought to, could, should, would, might, had to)

## d) Conjunction

Conjunction is word that used to join word and word, expression and expression, sentence and sentence, etc. The example: I like my pillow but I prefer my doll.

## e) Determiner

Determiner is a word that give detail to nouns. McCarthy states that determiner includes: the, a, an, some, any, that, this etc.<sup>13</sup>

From the explanation above, the researcher concludes that there are many kinds of words such as: noun, verb, adverb, adjective,

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<sup>13</sup> Andrew Carstairs-McCarthy, *An Introduction to English Morphology Words and Their Structure*, (Edinburgh: Edinburgh University Press Ltd, 2002), p. 37

preposition, etc. The words are important to be classified because the function in the sentence is different. The English learner must understand the classification of words in order they can make a good sentence.

### c. Characteristics of English Vocabulary

The term word is part of everyone's vocabulary. McCarthy states that there are two characteristics of word, which is word as meaningful units and word as building-block of language.<sup>14</sup>

#### 1) Word as Meaningful units

The meaning of one item or word relates to the meaning of others that have relationship as follow:<sup>15</sup>

- a) Synonyms: Items that mean the same, or nearly the same; for example: bright, clever, smart are the synonyms of intelligence.
- b) Antonyms: Items that mean the opposite; rich is the opposite of poor.
- c) Hyponyms: Items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animal.
- d) Co-hyponyms or Co-ordinates: Other items that are the "same kind of thing", red, blue, green, and brown are co-ordinates.
- e) Superordinates: General concepts that cover specific items; animal is superordinates dog, lion, horse.

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<sup>14</sup> *Ibid.*, p.5-6.

<sup>15</sup> Penny Ur, *A Course in Language.*, p.62.

f) Translation: Words or expressions the learners “mother tongue that is (more or less) equivalent in meaning to item being taught.

## 2) Word as Building-Block of Language

Word has form that is the kind of variation that words exhibit on the basis of their grammatical context. There are two forms of word, which we call inflection and derivation.<sup>16</sup>

### a) Inflection

Some words (lexemes) have more than one word form, depending on the grammatical context or on choices that grammar forces us to make (for example, in nouns, between singular and plural). This kind of word formation is called ‘inflectional’. In so far as grammar affects all words alike, the existence of inflected word forms does not have to be noted in the dictionary; however, the word forms themselves must be listed if they are irregular. Inflection affects nouns, verbs, adjectives and a few adverbs, as well as the closed classes of pronouns, determiners, auxiliaries and modals.

However, the maximum number of distinct inflected forms for any open-class lexeme is small:

nouns: e.g. *cat, cats*

verbs: e.g. *gives, gave, giving, given, give*

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<sup>16</sup> Andrew Carstairs-McCarthy, *An Introduction to English.*, p.30-56.

adjectives: e.g. *green, greener, greenest*

adverbs: e.g. *soon, sooner, soonest*

b) Derivation

Word can be formed from other word classes which are changing the grammatical and the meaning of the word. It is called derivation. There are some forms of derivation, as follow:

(1) Adverbs derived from adjective (Adjective – adverb)

Example: *Easy – easily*

(2) Nouns derived from nouns (noun – noun)

(a) Affixes *-let, -ette, -ie* (*booklet, cigareete, doggie*)

(b) Affixes *-ess, -ine* (example: *waitress, heroin*)

(c) Affixes *-ship, -hood* (example: *ladyship, motherhood*)

(d) Affixes *-ist, -ian* (example: *contortionist, logician*)

(3) Nouns derived from members of other word classes

(a) Noun derived from adjective

Here are some suffixes used to derive nouns from adjectives:

*-ity*, e.g. *purity, equality, ferocity, sensitivity*

*-ness*, e.g. *goodness, tallness, fierceness, sensitiveness*

*-ism*, e.g. *radicalism, conservatism*

(b) Noun derived from verb

Here suffixes for deriving nouns from verbs:

*-ance, -ence, e.g. performance, reference*

*-ment, e.g. announcement, commitment, development*

*-ing, e.g. painting, singing, building, ignoring*

*-((a)t)ion, e.g. denunciation, commission, organisation*

*-al, -er, e.g. refusal, arrival, singer, organiser*

#### (4) Adjectives derived from adjectives

This form uses prefix *un-* that has meaning ‘not’, for example: *unhappy* and *unsure*. The other prefixes are *in-*, *il-*, *ir-*, *im-*, as in *inedible*, *illegal*, *irresponsible*, *impossible*.

#### (5) Adjectives derived from members of other word classes

##### (a) Adjectives derived from verbs

Further suffixes that commonly form adjectives from verbs, with their basic meanings, are:

*-able* ‘able to be Xed’: *breakable, readable, watchable*

*-ent, -ant* ‘tending to X’: *repellent, expectant*

*-ive* ‘tending to X’: *repulsive, explosive, speculative*

##### (b) Adjectives derived from nouns

Suffixes that form adjectives from nouns are more numerous. Here are some:

*-ful, e.g. joyful, hopeful, helpful, meaningful*

*-less, e.g. joyless, hopeless, helpless, meaningless*

*-al, e.g. original, normal, personal, national*

*-ish, e.g. boyish, loutish, waspish, selfish*

## (6) Verbs derived from verbs

Prefixes that form verbs from verbs are *re-*, *un-*, *de-*, and *dis-*, as in the example: *re-enter*, *untie*, *decompose*, *disbelieve*.

## (7) Verbs derived from members of other word classes

## (a) Verbs derived from nouns

Some affixes for deriving verbs from nouns are:

*de-*, e.g. *debug*, *deforest*, *delouse*

*-ise*, e.g. *organise*, *patronise*, *terrorise*

*-(i)fy*, e.g. *beautify*, *gentrify*, *petrify*

## (b) Verbs derived from adjective

Suffixes *-ise* and *-ify* can derive verbs from adjective, as in *nationalise* and *purify*.

**d. The Importance of Vocabulary**

Vocabulary is very important aspect in language. It is because people need vocabulary in expressing their ideas. Vocabulary always becomes the essential part of English as a foreign language. Every person who learns a language must learn the vocabulary of the language in order to make the learning process easier. John Dewey states that vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses.<sup>17</sup>

In other word, vocabulary plays an important role in language learning.

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<sup>17</sup> William P.Bintz, "Teaching Vocabulary Across the Curriculum" in *Middle School Journal*, (Kent State University), 2011, p.44.

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. Furthermore, Rivers and Nunan argue that the acquisition of an adequate 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.<sup>18</sup>

Therefore, Wilkins in Aslan explains that without grammar, very little can be conveyed and without vocabulary, nothing can be conveyed. Lack of vocabulary knowledge will result in lack of meaningful communication. We can give the vocabulary in communication, which can sometimes be a very effective way.<sup>19</sup> It is mean that we cannot deny that vocabulary learning plays a very important role in second language learning and a large vocabulary will help learners improve their language proficiency.

In addition, Carthy states that no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meaning, communication in L2 just cannot happen in any meaningful way.<sup>20</sup>

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<sup>18</sup> Mofareh Alqahtani, *The Importance of Vocabulary.*, p.21.

<sup>19</sup> Yasin Aslan, "Teaching Vocabulary Effectively Through Flashcards", *International Journal of Arts & Sciences*, (Turkey: Selcuk University), ISSN: 1944-6934 :: 4(11):347-352 (2011), p.348.

<sup>20</sup> Liu Zhi-Liang, "A study on English Vocabulary Learning Strategies for Non-English Majors in Independent Collage" in *Cross Cultural Communication*, (China: Hui Zhou University), Vol.6 No.4, 2010, p.153.

## 2. The Concept of Vocabulary Mastery

### a. Definition of Vocabulary Mastery

Communication will be conducted well if person masters sufficient vocabulary of the language use. It is mean that vocabulary mastery becomes an essential part of language. According to Thomas, mastery is a term that all educators use and believe they understand well.<sup>21</sup> Besides, Mosher in Thomas suggests that mastery is simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered.<sup>22</sup> While vocabulary mastery refers to the great skill in processing words of a language. Rivers in Mofareh argues vocabulary mastery is an individual achievement and possession.<sup>23</sup>

From the explanation above, the researcher concludes that vocabulary mastery can be defined as individual skill of the set of all words as well as the word meanings that are understood used by speaker, in both oral and written language.

### b. The Assessment of Vocabulary Mastery

Assessment or test is important in teaching and learning process. According to John, vocabulary assessment seems straight

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<sup>21</sup> Thomas R. Guskey and Eric M. Anderman, "In Search of a Useful Definition of Mastery", *Educational Leadership*, Volume 71/ Number 4/ December 2013/January 2014, p. 1

<sup>22</sup> *Ibid.*

<sup>23</sup> Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and how to be Taught" in *international Journal of Teaching and Education*, (Saudi Arabia: King Khaled Academy), Vol.III, No.3 / 2015, p.26.

forward in the sense that word lists are readily available to provide a basis for selecting a set of words to be tested.<sup>24</sup>

In this research, the writer use written test that is consist multiple-choice and fill in the blank test to know the students' achievement. There are two tests for students in this research. Those are pre-test that given to measure the pre exiting ability of the students in mastering vocabulary before the writer start teach them by using word wall media, and post tests to know the students' achievement in mastering vocabulary after the writer teach vocabulary to the students by using word wall media.

Assessing the student's vocabulary mastery the writer uses the theory according to Brown in John as follows:<sup>25</sup>

- 1) Excellent to good: 20-18 precise vocabulary usage; use of parallel structures; concise; register good.
- 2) Good to adequate: 17-15 attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
- 3) Adequate to fair: 14-12 some vocabulary misused; lack awareness of register; may be too wordy.
- 4) Unacceptable-not college-level work: 11-6 poor expression of ideas, problems in vocabulary, lacks variety of structure.
- 5) Inappropriate use of vocabulary: 5-1 no concept of register or sentence variety.

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<sup>24</sup>John Read, *Assesing Vocubular.y*, p.2.

<sup>25</sup>John Charles, *Assessing Vocabulary*, (New York: Cambridge University Press, 2000) p.218.

## **B. The Concept of Word Walls Media**

### **1. The Concept of Media**

#### **a. The Definition of Media**

A medium (plural media) is channel of communication. The term refers to anything that carries information between a source and a receiver. According to Dewdney and Ride, definition of media focuses on use of technologies plus concept and context. Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction. Instructional media for learning-teaching process provide with the tools to engage learners powerfully in the learning process. It greatly enhance the effectiveness of communication.<sup>26</sup>

Furthermore, Reid states that media is defined as “all means of communication, whatever its format”. In this sense, media include symbol systems as diverse as print, graphics, animation, audio, and motion pictures.<sup>27</sup> It means that media is printed tool that used by the teacher to convey an information to the learners.

Meanwhile, Heinich argues that media can be used effectively in formal situation where students are working independently or teacher is working with other group of students. The most common use of media in an instructional situation is for supplemental support of the

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<sup>26</sup> Ahsan Akhtar Na and Razaqat Ali Akbar, “Use of Media for Effective Instruction its Importance: Some Concideration”, in *Journal of Elementary Education*, (Pakistan: University of the Punjab), Vol. 18 (1-2), p.35.

<sup>27</sup> Thomas C. Reeves, *The Impact of Media and Technology in Schools*, (Georgia: The University of Georgia, 1998), p.1.

instructor in the class room to enhance learning. Locatis & Atkinson say that for the instructional use of media programs are designed intentionally to make the teaching-learning environment more interesting and effective.<sup>28</sup>

From the explanation above, the researcher concludes that media are the term or tool to deliver information from the teacher to the students. It can use to make the teaching and learning process more interesting and effective.

## **2. The Concept of Word Walls Media**

### **b. The Definition of Word Walls Media**

According to Allen, a word wall is a bulletin board display of key vocabulary or concept words.<sup>29</sup> Besides, Cunningham and Allington state that word wall is a displayed collection of words that support ongoing teaching and learning in the classroom. Words collected on the Word Wall could be high-utility words. These are words that are used often in an individual classroom. A topical Word Wall consists of words related to a theme, text, or unit of instruction.<sup>30</sup>

Meanwhile, Cronsberry said that the word wall is a group of words that are put on the wall, bulletin boards, check the boards or white boards in the classroom. The words are printed large that they can be viewed easily from any seat. These words may come from

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<sup>28</sup> Ahsan Akhtar Na and Rafaqat Ali Akbar, "Use of Media", p.36.

<sup>29</sup> Stephanie Macceca, *Reading Strategies for Science (Second Edition)*, (Huntington Beach: Shell Education Publishing. Inc., 2014), p.39.

<sup>30</sup> Janet Allen, *inside Words: Tools for Teaching Academic Vocabulary Grades 4-12*, (Maine: Stenhouse Publisher, 2007), p.119.

teachers and students for teaching and learning take place. Callella states that other functions of the word wall that the word wall is also a visual medium that helps students remember the relationship between one vocabulary with others.<sup>31</sup>

Furthermore, Callella in her book *Making Your Word Wall More Interactive* said that the visual word wall is able to help the students to remember the vocabulary or the relationship between words. Cohen & Cowen, said that word walls is a wonderful and fun way to teach new words to children.<sup>32</sup>

Therefore, Getman argues that a word wall is a useful way for children to access new words and to become confident in their ability to copy, and eventually internalize, word spelling.<sup>33</sup> Carroline states that word walls are lists of words that the children have encountered in their reading and that can be used in their writing.<sup>34</sup>

Moreover, Clark states that word wall can be hung around the room on large sheets of laminated construction paper. You can also set up another word wall to hold theme-specific words to help increase students' vocabulary on subject you are studying in class.<sup>35</sup>

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<sup>31</sup> Yasi Rahajeng Anindyajati and Abdul Salim Choiri, "The Effectiveness of using Word Wall Media to Increase Science-Based Vocabulary of Studentd with Hearing Impairment" in *European Journal of Special Educcion Research*, (Indonesia: Sebelas Maret Uniersity), Vol.2 / 2017, p. 15-16.

<sup>32</sup> *Ibid.*, p.20.

<sup>33</sup> Heather Getman, *Top 25 Easy-to-Make Books, Word Walls, and Charts for Building Literacy*, (U.S.A.: Scholastic Teaching Resources, 2001), p.13.

<sup>34</sup> Caroline T. Linse, *Practical English.*, p.114.

<sup>35</sup> Sarah Kartchner Clark, *Writing Workshop*, (U.S.A.: Teacher Created Resources, Inc., 2004), p.6

Based on the definitions above, it can be conclude that word wall is a group of words that display on the wall as a medium to help students remember the new word.

**c. The Principles of Using a Word Walls Media for Teaching Vocabulary**

There are some principles of using word wall media for teaching vocabulary, as follow:<sup>36</sup>

- 1) Add words to the wall gradually. Do not put too many up at one time.
- 2) Make words accessible by putting them where every student can see them. Be sure that the word wall is in a prominent place in the classroom.
- 3) Write the words in big, black letters. Be sure the words are printed neatly. You may wish to type the words on the computer and print them out.
- 4) Be selective about which words go on the word wall. Do not let it be a catch-all for any word. Have a specific reason to add a word to the wall. Keep word walls separate if you are also using a word wall for theme-related words.
- 5) Use the words on the word wall in a variety of activities. Refer to the word wall whenever you begin writing assignment. This is a gentle reminder for students to use the word wall.

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<sup>36</sup>*Ibid.*, p.36

- 6) Do a variety of review activities with words on the word wall. Be sure to provide enough practice so that words on the word wall become easy for students to identify, read, and spell automatically.
- 7) Encourage students to use the words on the word wall in all their writing activities. Make sure that word wall words are spelled correctly in student writing. Refer students to the word wall if they have spelled these words incorrectly.
- 8) Select the activities you would like your class to participate in using the word wall.

Therefore, the explanation of the principles for using word walls media aims to streamline particular processes according to a set routine or sound practice.

#### **d. The Procedures Using Word Wall Media**

According to Getman, using word wall media has some procedures as follow:<sup>37</sup>

- 1) Create the Star Word Wall by placing the cards for each letter of the alphabet on the bulletin board or wall, leaving space underneath each.
- 2) Make a list of frequently used words.
- 3) Write each word on an index card or a sentence strip using a bold black marker. Students should be able to read the words clearly from across the room.

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<sup>37</sup> Heather Getman, *Top 25 Easy-*, p.13.

- 4) Affix a star sticker to each card or strip, if you'd like.
- 5) File the words alphabetically in a box so that you can access them easily throughout the year.
- 6) Choose four words each week. Emphasize these words throughout the week during different activities. Have students read the words together, spell them aloud, and make sentences using the words in context.
- 7) Place each of the four words under the appropriate letter on the word wall, for children's reference throughout the year.
- 8) Begin the next week by introducing twenty new words. By the end of the year you will have taught more than 1200 new words!

Moreover, these procedures can help us to describe the particular way which must we do in implementation of using word wall media, so we know the manner of proceeding using word wall media.

**e. The Steps Using Word Walls Media**

Harmon, et.al., mentioned steps instructional sequence for using the word wall: a. electing word to teach; b. introducing words; c. making connections to the words; d. Using the words in meaningful ways; e. sharing the words meanings.

Meanwhile, Dugan said the strategy of increasing the vocabulary using the word walls media with steps as follows:<sup>38</sup>

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<sup>38</sup> Yasi Rahajeng Anindyajati and Abdul Salim Choiri, *The Effectiveness of Using*., p.20.

- 1) Decide vocabulary words that will be used
- 2) Write down any vocabulary on the board
- 3) Writing vocabulary on a piece of paper/card
- 4) Request the participation of students in making word wall
- 5) Word wall should be added and modified depending on the theme or material covered
- 6) Directing students to use the word wall as a medium for understanding new vocabulary
- 7) At the end of the lesson, ask the students how display of word wall that had been made and whether helping them for learn and remember new vocabulary.

From the explanation above, it can be inferred that we must follow the steps of using word walls media to make the implementation of using word wall media easier, so the teaching and learning process can continuously.

f. **The Advantages and Disadvantages of Word Walls Media**

1) Advantages of Word Walls Media

There are some advantages of using word walls media 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:<sup>39</sup>

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<sup>39</sup> Trisha Callella, *Making Your Word Wall More Interactive*, Creative Teaching Press, 2001, p. 3.

- 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.
- 2) Disadvantages of Word Walls Media

The disadvantages of using word walls media 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 will prepare the material and word wall well, give explanation how to make it clearly, and manage the class effectively.

### **C. Action Hypothesis**

Based on the frame of theories and assumptions the researcher formulated the hypothesis as follow: “By using word wall media can improve the students’ vocabulary mastery and their learning activities at the eighth graders of SMP Negeri 10 Metro in the academic year 2017/2018.”

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Operational Definition of Variable

##### 1. Variable of Research

This research consists of two variables, they are independent variable and dependent variable. Independent is the variable which selected, manipulated, and measured by the researcher. The two variables can be explained as follows:

##### a. Independent Variable

Independent variables are those that the researcher chooses to study in order to assess their possible effect(s) on one or more other variables.<sup>40</sup> In this research, the independent variable (X) is word walls.

##### b. Dependent Variable

Yogesh Kumar defines “dependent variable is the factor which is observed and measure to determine the effect of independent variable.”<sup>41</sup> It means that dependent variable is variable that depend on the independent variable and it is the result of the influence of independent variable. In this research, dependent variable (Y) is vocabulary mastery.

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<sup>40</sup>Jack R. Fraenkel, *How To Design And Evaluate Research In Education (Eighth Edition)*, (New York: Mcgraw-Hill,1990), p.80.

<sup>41</sup>Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006), p.63-64.

## B. Research Setting

This research conducted at the eighth graders of SMP Negeri 10 Metro in academic year 2017/2018. SMP N 10 Metro located in Hadimulyo Timur, Metro, Lampung. The research held at the eighth graders because most of students` are still lack in their vocabulary mastery.

## C. Subject of Study

The subject of this research was the eighth graders students of SMP Negeri 10 Metro. The researcher chose VIII F class. The number of VIII F students` as follows:

**Table 2**  
**The Number of VIII F Students**

No.	Students		Total
	Male	Female	
	16	12	28

The researcher chose this class because of some reasons and one of them was this class had the low score in English subject among the other class especially in vocabulary mastery.

## D. Research Procedure

### 1. Classroom Action Research

The research method used in this study was classroom action research (CAR). According to Kumar, action research is a research method which is aimed for improving and modifying the working system of a

classroom in school or institution.<sup>42</sup> Meanwhile, Cresswell states that action research provides the opportunity for educators or teachers to reflect their own practices.<sup>43</sup> From those statements, it can be inferred that action research emphasizes on the reflection and improvement teaching and learning process in the classroom.

In addition, Ary, *et.al*, asserts that action research is about taking action based on research and researching the action taken.<sup>44</sup>

From several explanations above, it can be inferred that classroom action research is inquiry or research which enables teachers or practitioners to investigate and evaluate their work in the classroom which is concerned for problem solving to improve teaching and learning in the classroom through self-reflection which is carried out with planned and systematic action.

Concerning about the type of action research, researcher used collaborative action research so that it needs the collaborator or another participants which is English teacher to assist the researcher in this research. Therefore the researcher assisted by Mr. Masfiadi, S. Pd. He is an English teacher of SMP N 10 Metro.

Classroom action research (CAR) has various models but in this research the researcher will use Kemmis and McTaggart (1988) research design. According to Kemmis and McTaggart as cited by Anne Burns

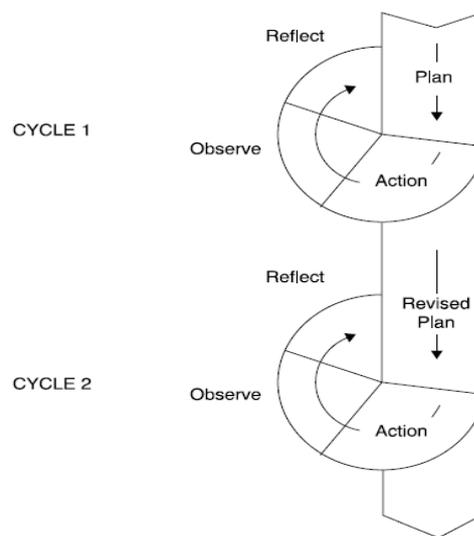
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<sup>42</sup>*Ibid.*, p.261.

<sup>43</sup>John Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), P.577

<sup>44</sup>Donald Ary, *et.al*, *Introduction to Research in Education*, (Belmont: Cengage Learning, 2010), p.512.

(1999) action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.<sup>45</sup> Those phases can be seen by following figure:



**Figure 1. Kemmis and Mc Taggart Model**

This figure describes the sequence of the research that is preceded by preliminary study and followed by planning, acting, observing, and reflecting that implemented in each cycle in spiral system. The assumption is if the determined target in the first cycle cannot be achieved or there may be found new problem, so it will probably be continued and revised in the next cycle that have same phase on the first cycle.

The classroom action research that will be conducted by the researcher can be illustrated as follow:

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<sup>45</sup>Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge: Cambridge University Press, 1999), p.32.

## **a. Cycle 1**

### **1) Planning**

Planning is the first steps in each activity. Without planning the activity that the researcher did would not be focus. The planning would be reference in doing action. The step that the researcher can make in planning as follow:

- a) The researcher prepared the lesson plan, material, and media.
- b) The researcher planed to give the task and evaluation.
- c) The researcher prepared the test (pre test and post test)
- d) The researcher prepared observation sheet to know the problem in teaching learning vocabulary.

### **2) Acting**

In this section, the researcher did pre-test, treatment and post-test to the students. The students were instructed to answer the vocabulary test before and after the treatment. This action did in four meeting. In this implementation, the researcher followed the schedule of English subject in the class. The time allocation for each meeting is 2 x 40 minutes.

In the implementation action there were some activities as follows:

- a) Pre teaching activities
  - (1) Greeting, pray, and check attendance list.

(2) The researcher divided the material and chose material going to teach.

(3) The researcher informed about the material was discussed to give information to the students.

b) While teaching activities

(1) The researcher gave the worksheet that consists of multiple choice and fill in the blank tasks to the students.

(2) The researcher asked students to do the task.

c) Post teaching activity

(1) The researcher asked the students to collect their work

(2) Making conclusion together

(3) The researcher gave homework for in order to make students more understand.

(4) The researcher closed the meeting by praying together.

### **3) Observating**

In this part the researcher observed the teaching and learning process. The researcher observed it by using observation sheet. When the researcher conducted the teaching and learning process, the observation conducted well. The crucial things in the process of teaching and learning were observed by the researcher. From the observation sheet the researcher got to know the students' result, performance and motivation.

#### **4) Reflecting**

The last step in this process was reflecting where the researcher analyzes and discussed the observation sheet and result of teaching and learning process. The researcher analyzed and evaluated the quantities data from assignment score and collected the data from teaching and learning process. Then, the researcher reflected by seeing result of the observation sheet, assignment score and teachers' comment.

After contrasting the score distribution of pre-test and post-test, the researcher reviewed and reflected on the view and teacher performance whether was positive or negative. The procedure of the researcher were: decided problem which in the subject of researcher, administered the pre-test to know students vocabulary mastery before doing the action research, selected materials for the treatment, administered the post-test to evaluate the result of action research and conducted the post assessment for the teacher, analyzed all the data, and reflected on the whole cycle.

#### **b. Cycle 2**

##### **1) Planning**

- a) Studied the result of reflecting on cycle 1
- b) Prepared the lesson plan
- c) Prepared the material

## **2) Acting**

This was like in the first cycle there were 3 activities in teaching and learning process, pre-teaching, whiles teaching and post teaching.

- a) Gave the students motivation to study harder
- b) Did the treatment by word wall
- c) Gave post-test the treatment.

## **3) Observating**

The collaborator observed and collected the data when the learning process was conducted.

## **4) Reflecting**

The researcher tried to see and think again something that researcher has done. It was also to know whether there was influence to the students' learning process. By reflecting, the researcher could get information the strength and the weakness from the action that the researcher has been done.

## **E. Data Collection Technique**

For this research, there were four techniques which used by the researcher to collect the data as follows:

### **1. Observation**

In this research the researcher used observation to saw the condition in teaching-learning process. In this research the researcher observed the students' activities in teaching and learning process to know

how the process of teaching and learning was hold. In did the observation the researcher made the observation sheet that contained of list of students' activities.

## **2. Test**

Test is a set of stimuli which given to the individual to obtain the respond based on what is assessed.<sup>46</sup> In this research, the tests that examined to the students consist of two types namely pre-test and post-test. They are the following:

### **a. Pre-test**

First, pre-test is examined to the students before giving the treatment through the implementation of reciprocal teaching to evaluate their ability at first. The type of pre-test is vocabulary mastery test. In this pre-test the researcher apply objective test in the form of multiple choice and fill in the blank.

### **b. Post-test**

Second, post-test is examined to the students after they are taught vocabulary mastery by using word walls media as the treatment to find out the improvement before and after giving treatment. It could be seen by comparing the result between pre-test and post-test. In this post-test the researcher applied objective test in the form of multiple choice and fill in the blank.

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<sup>46</sup>Donald Ary, *et.al*, *Introduction to Research.*, p. 201.

### 3. Documentation

The researcher used documentation to obtain the data about the school profile such as history of the school, the number of teacher, staff officer, students and the condition of SMP Negeri 10 Metro. Besides, the documentation was used to visualize the classroom activity in the form of photograph.

### F. Data Analysis Technique

#### 1. Formula

Data analysis took from the average score of the pre-test and post-test in cycle 1 and cycle 2. The formula to get the average as follow:<sup>47</sup>

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

Note

$\bar{X}$  = Average score

$\sum x$  = Total Score of the Students

N = Total of Students.

Furthermore, to know the result the researcher compared the average scores between pre-test and post-test for each cycle. Then to know the percentage of increasing score in students learning activities, the researcher used the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Note:

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<sup>47</sup> Donald Ary, et.al, *Introduction to Research in Education, Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010) p.108

P = Percentage

$\sum x$  = Total Score of the Students

N = Total of Students

### **G. Indicators of Success**

This research would success or finish if 80% of students got score minimum 75 and there was significant improvement in the students learning activity which occur until the last cycle.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND DISCUSSION**

#### **A. Result of the Research**

##### **1. Description of the Research Location**

###### **a. Brief History about the Establishment of SMP Negeri 10 Metro**

SMP Negeri 10 Metro was established since 2006 when it joined with SDN 7 Metro Pusat. The students studied in the afternoon, after the Elementary School finish. In 2007, on the initiative and good cooperation between the government and people from Hadimulyo Barat (Mr. Sukadi), Karang Rejo (Mr. Drs. Sudarsono), Yosomulyo (Mr. Dasim S.H) so that the Junior High School established.

Confidence and enthusiasm of the citizen to enter their children in the SMP Negeri 10 Metro is quite evident in the first year of the registration. It reached 176 registrants. The ironic was the seats number is only for 108 learners because of limited space and the available facilities.

Since SMP Negeri 10 Metro established, it has been led by the following principals:

- 1) Drs. Hargunawan in 2006 until 2010
- 2) Marsidi, S.Pd in 2010 until 2017
- 3) Drs. Supardi 2017 until now

**b. The Condition of Teachers in SMP Negeri 10 Metro**

The condition of teachers in SMP Negeri 10 Metro can be identified as follows:

**Table 3**  
**The Data of Teachers in SMP Negeri 10 Metro**

Employment Status	Sex		Total
	Male	Female	
Permanent Teacher	15	13	28
Non-Permanent Teacher	2	3	5
Total	17	16	33

Source: The documentation result of teachers' condition in SMP Negeri 10 Metro

**c. Quantity Students of SMP Negeri 10 Metro**

The quantities of the students SMP Negeri 10 Metro can be identified as follow:

**Table 4**  
**The Quantity of the Students at SMP Negeri 10 Metro**

No	Class	Sex		Total
		Male	Female	
1.	VII	82	102	184
2.	VIII	80	98	178
3.	IX	64	74	138
Total		226	274	500

Source: The documentation result of students' quantity in SMP Negeri 10 Metro

**d. Facilities and Infrastructure of SMP Negeri 10 Metro**

The facilities and infrastructure of SMP Negeri 10 Metro can be identified as follows:

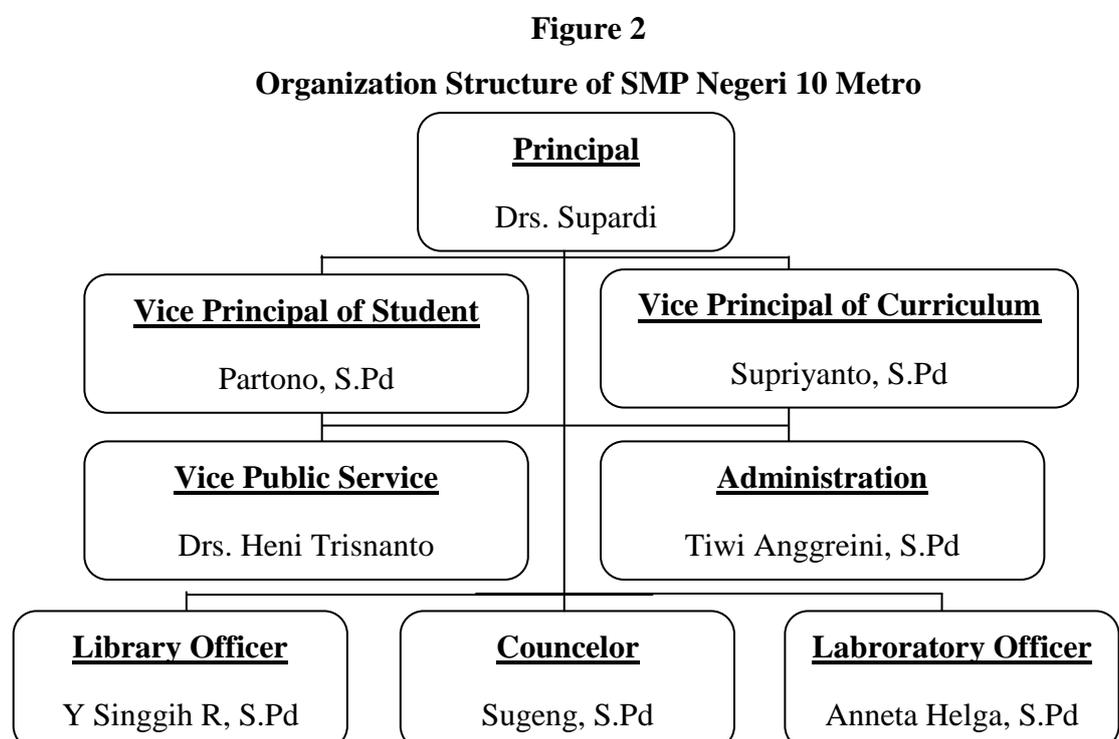
**Table 5**  
**The Facilities and Infrastructure in SMP Negeri 10 Metro**

No	Facilities	Conditions			Total
		Good	Slightly damaged	Seriously damaged	
1.	Principal room	1			1
2.	Teachers room	1			1
3.	Administration Room	1			1
4.	Library	1			1
5.	Art Room	1			1
6.	UKS	1			1
7.	OSIS Room		1		1
8.	Laboratory	1			1
9.	Classroom	17			17
10.	Mosque	1			1
<b>Total</b>		<b>25</b>	<b>1</b>	<b>0</b>	<b>26</b>

Source: The documentation result of facilities and infrastructure in SMP Negeri 10 Metro

**e. Organization Structure Of SMP Negeri 10 Metro**

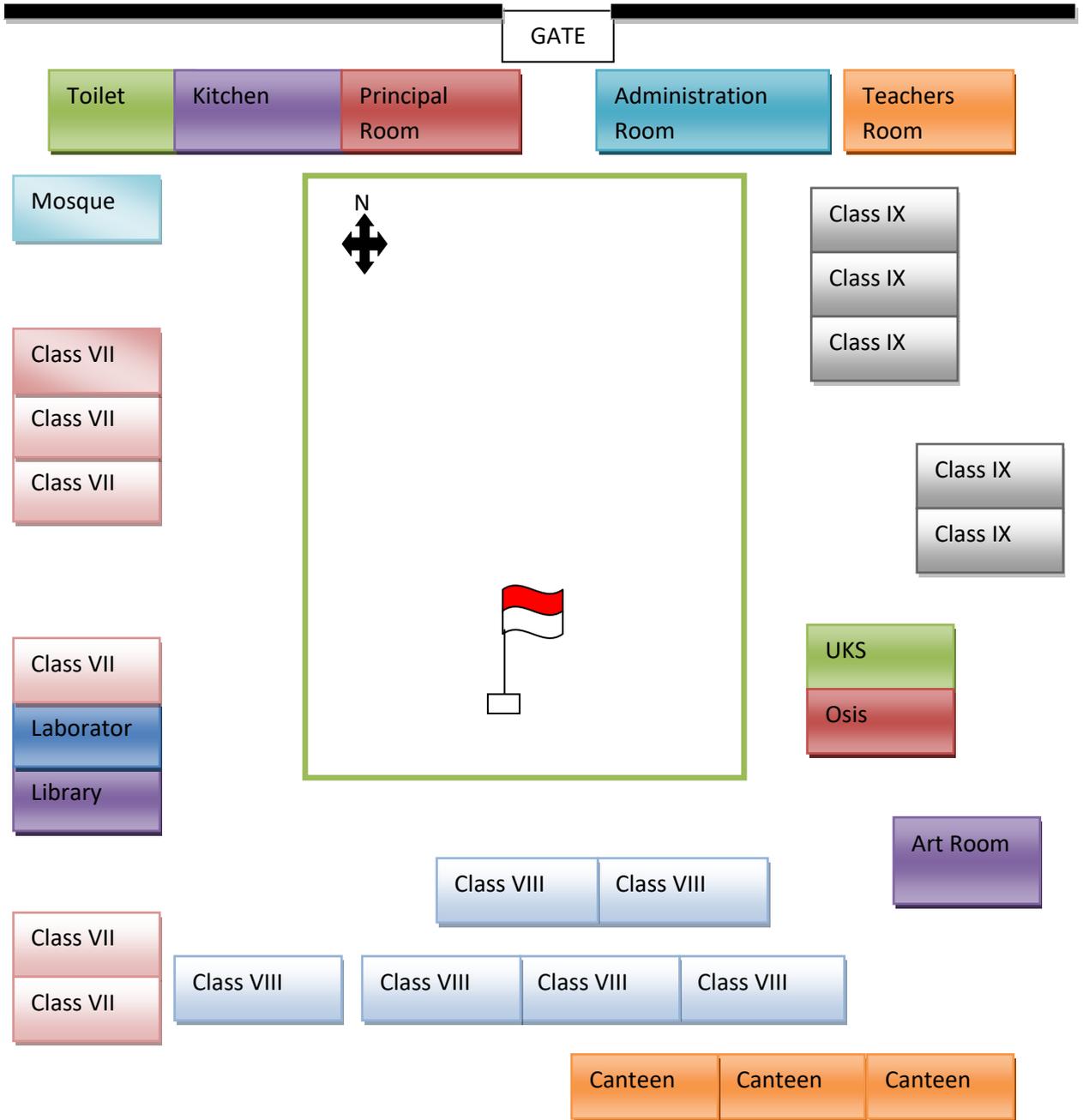
The organization Structure of SMP Negeri 10 Metro can be shown in the following figure:



f. Location Sketch of SMP Negeri 10 Metro

Figure 3

Location Sketch of SMP Negeri 10 Metro



Source: The documentation result of location sketch in SMP Negeri 10 Metro

## 2. Description of Research Data

This research used classroom action research to improve the students' vocabulary mastery and the students result among the eighth graders of SMP Negeri 10 Metro. In this research, the researcher conducted the research in two cycles which is each cycle consists of planning, acting, observing and reflecting. The researcher gave a pre-test for the students before doing the treatment that was aimed to know how far the students' vocabulary mastery before they were given the treatment. The students' result of vocabulary mastery was gotten through test that conducted in the end of each cycles while the data of students' activity was gotten from the observation during the learning process.

In this research before the process of cycle I, the research conducted the pre-test on Saturday, November 11<sup>st</sup> 2017. The researcher gave a pre-test for the students to see how far the students' vocabulary mastery before the treatment was given. In pre-test activity, the researcher gave written test which was consist of multiple choices and fill in the blank. Then, the result of pre-test can be seen on the table below:

**Table 6**  
**The Result of Students' Vocabulary Score (Pre-Test)**

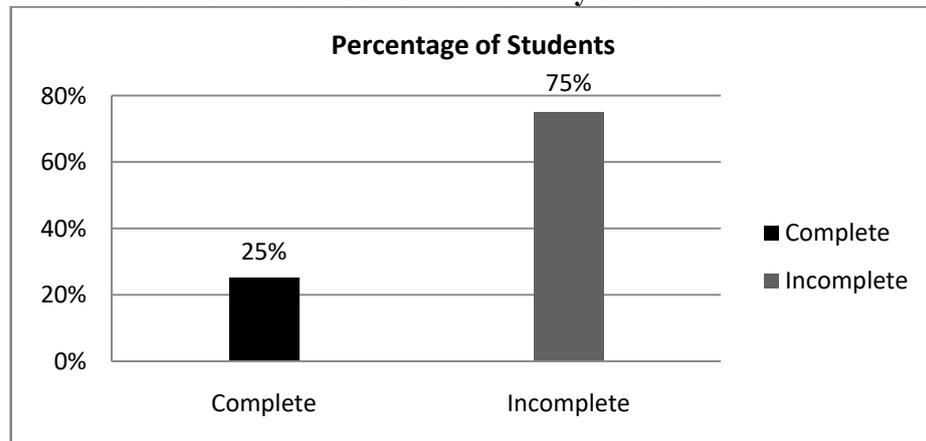
No.	Students' Code	Score	Category
1	AKS	44	Incomplete
2	Ad	54	Incomplete
3	AP	78	Complete
4	AHR	48	Incomplete
5	ASP	76	Complete
6	APS	42	Incomplete
7	AP	76	Complete

8	ARP	80	Complete
9	APS	46	Incomplete
10	CAA	58	Incomplete
11	DSN	44	Incomplete
12	FDA	64	Incomplete
13	FK	38	Incomplete
14	GCP	62	Incomplete
15	HDM	54	Incomplete
16	IFS	50	Incomplete
17	IFNH	76	Complete
18	IWN	60	Incomplete
19	JAA	56	Incomplete
20	JM	42	Incomplete
21	Ma	52	Incomplete
22	PA	62	Incomplete
23	RO	76	Complete
24	SNA	52	Incomplete
25	SRP	64	Incomplete
26	VDC	78	Complete
27	YHN	42	Incomplete
28	YPA	54	Incomplete
Total		1628	
Average		58,14	
Highest Score		80	
Lowest Score		38	

**Table 7**

**The Frequency of the Students' Score in Pre-Test**

No.	Students' Score	Percentage	Frequency	Explanation
1	$\geq 75$	25%	7	Complete
2	$< 75$	75%	21	Incomplete
<b>Total</b>		<b>100%</b>	<b>28</b>	

**Chart 1****Result of the Students' Vocabulary Score at Pre-Test**

Based on the result of the students' pre-test, just 7 (25%) students passed the minimum standard criteria that were 75. In pre-test, the researcher found the students' problem such as they still difficult to memorize vocabulary and confused about the meaning of words. The problem could be seen by the students' score in pre-test. There were 21 (75%) students who got score less than 75. It showed that the result of students' vocabulary mastery was still low. That is the reason, why the researcher using Word Walls Media to improve students' vocabulary mastery at SMP Negeri 10 Metro.

**a. Cycle 1****1) Planning**

In this step, the researcher and the collaborator/English teacher (Mr. Masfiadi, S.Pd) prepared the lesson plan, material and media that would be used in teaching learning process in acting phase. Moreover, the researcher made an observation sheet that consists of list of

students' name and list of the students' activities to observed students' activity during teaching learning process.

## 2) Acting

The action in the cycle 1 consists of two meetings, one meeting for the action and one meeting for the post test, there are:

### a) The first meeting

The first meeting was conducted on Thursday, November 16<sup>th</sup> 2017 carried out for 2 sessions (2 x 40 minutes). In this meeting, the researcher was being the teacher and the collaborator was being the observer, the action as follow:

- (1) The researcher greeted the students and checked the students' attendance list.
- (2) The researcher asked to the students whether they know about present continuous tense or not.
- (3) The researcher gave the explanation about the material.
- (4) The researcher gave some vocabularies of daily activities at school and at home that are usually used in present continuous tense.
- (5) The researcher put some printed words of vocabularies on the whiteboard.
- (6) The researcher asked the students to follow her in read the vocabularies.
- (7) The researcher gave the meaning of each vocabulary.

(8) The researcher asked to the students to make note in their book.

(9) The researcher and the students made conclusion about the lesson and the researcher gave information that the next meeting would held a test.

(10) The researcher closed the meeting.

b) The second meeting

The second meeting was conducted on Saturday, November 18<sup>th</sup> 2017, this meeting used as the post-test 1 for 2x40 minutes, after the students were given the action. The kinds of the test were multiple choices and fill in the blank. The score of post-test cycle I can be seen on the table below:

**Table 8**

**The Result of Students' Vocabulary Score of Post Test Cycle I**

No.	Students' Code	Score	Category
1	AKS	60	Incomplete
2	Ad	76	Complete
3	AP	82	Complete
4	AHR	54	Incomplete
5	ASP	80	Complete
6	APS	56	Incomplete
7	AP	80	Complete
8	ARP	88	Complete
9	APS	56	Incomplete
10	CAA	76	Complete
11	DSN	54	Incomplete
12	FDA	78	Complete
13	FK	50	Incomplete
14	GCP	76	Complete
15	HDM	76	Complete
16	IFS	60	Incomplete
17	IFNH	84	Complete

18	IWN	80	Complete
19	JAA	78	Complete
20	JM	54	Incomplete
21	Ma	64	Incomplete
22	PA	78	Complete
23	RO	82	Complete
24	SNA	64	Incomplete
25	SRP	80	Complete
26	VDC	84	Complete
27	YHN	54	Incomplete
28	YPA	76	Complete
Total		1980	
Average		70.71	
Highest Score		88	
Lowest Score		50	

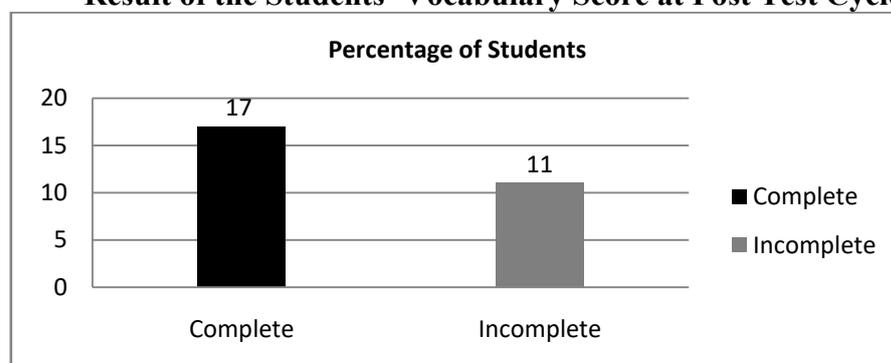
**Table 9**

**The Frequency of the Students' Vocabulary Score in Post Test Cycle 1**

No .	Students' Score	Percentage	Frequency	Explanation
1	$\geq 75$	60,7 %	17	Complete
2	$< 75$	39,3 %	11	Incomplete
<b>Total</b>		<b>100%</b>	<b>28</b>	

**Chart 2**

**Result of the Students' Vocabulary Score at Post Test Cycle 1**



Based on the result of Post Test I, there were 17 students (60,7%) successful to complete the minimum mastery criteria (75)

and 11 students (39,3%) unsuccessful to complete it. The numbers of students who passed still far from the indicator of success where 80% of students should get score more than 75.

### 3) Observing

The observation was conducted when the learning process happened by using the observation sheet for students activities in class and the observation sheet for teacher activity. The observation was done by the collaborator (English teacher) of eighth graders of SMP Negeri 10 Metro.

#### a) The observation of students' activities in teaching and learning process

Based on the observation sheet of students' activity, there were several students who did not pay attention in the teaching and learning process. Besides, some of them were passive in the discussion and just a view of students worked together. Some of them made a note from the teacher explanation. However, most of students were done the task. The data of the students' activity can be seen in the following table:

**Table 10**  
**The Result of the Students' Activity in the Teaching and Learning Process in Cycle I**

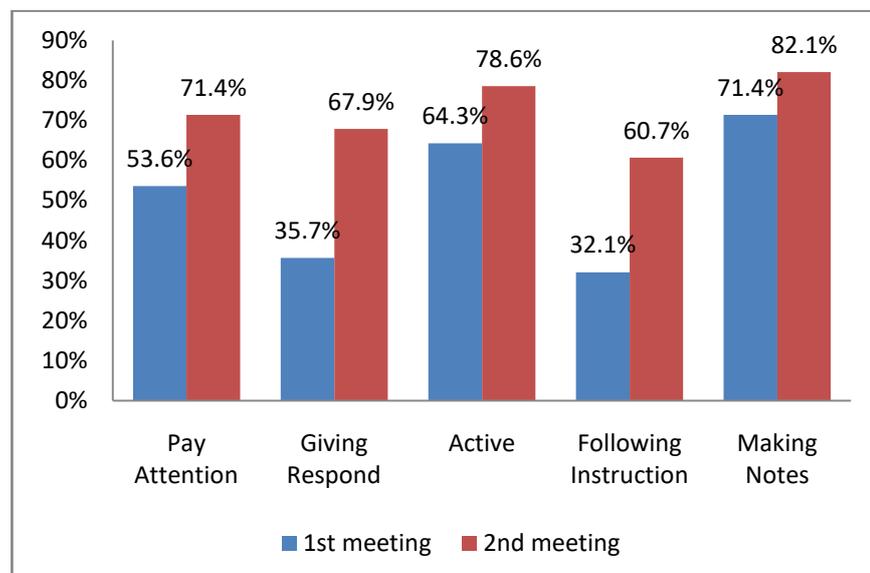
No	Students' Activity	Cycle 1		Average	Improvement
		1st meeting	2nd meeting		1st-2nd meeting
1	Giving	15	20	62,5%	17,8%

	attention to the teacher's explanation	53,6%	71,4%		
2	Giving respond	10	19	51,8%	32,2%
		35,7%	67,9%		
3	Active in learning process	18	22	71,45%	14,3%
		64,3%	78,6%		
4	Following teacher's instruction	9	17	46,4%	28,6%
		32,1%	60,7%		
5	Making notes from the material	20	23	76,75%	10,7%
		71,4%	82,1%		
Average		51,42%	72,14%	61,78%	20,72%

Furthermore, to see the comparison of the students' activities in cycle I :

**Chart 3**

**The Result of the Students Activity in the Teaching and Learning Process in Cycle I**



Based on the table and the chart above, it revealed that 62,5% of the students paid attention, 51,8% of the students gave respond, 71,45% of students active in learning process, 46,4% of students followed teacher's instruction and 76,75% of students made notes. The average of the students activity was 61,78%, it can be conclude that the students' activity were always increase by using word walls media.

**b) The Observation of teacher's activities in teaching and learning process**

During learning process, the activities were done by the teacher during learning process influenced the students' understanding about the material. The result of teacher's activities in observation sheet could be seen on table 4 bellow:

**Table 11**  
**The Result of the Teacher's Activity in the Teaching and Learning Process in Cycle I**

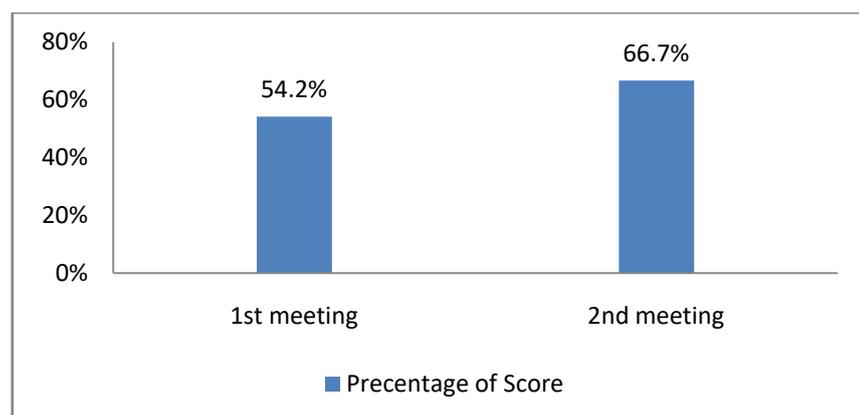
No	Aspect	Score	
		1st	2nd
1	<b>The teachers' preparation</b>	2	3
	- The materials are ready		
	- There is structure of the lesson		
2	<b>The teachers' mastery in the subject content</b>	2	2
	- The teacher shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		

3	<b>The teachers teaching methods</b>	3	4
	- The teacher uses the relevant teaching method, strategy, technique, activity or media		
	- The teacher uses the appropriate media in teaching.		
4	<b>The teachers' performance</b>	2	2
	- Clearness of the teacher's sound		
	- Establishes classroom environment conducive to learning		
	- Establishes the communication between teacher and students		
5	<b>The ability of closing the meeting:</b>	2	3
	- Making conclusion made by the students and teacher together.		
	- Conducting evaluation		
6	<b>The ability of managing class</b>	2	2
	- All the students are treated fairly		
	- Used the time wisely		
Total		13	16
Percentage		54,2%	66,7%

Furthermore, to see the comparison of the teacher' activities in cycle I :

**Chart 4**

**The Result of the Teacher's Activity in the Teaching and Learning Process in Cycle I**



Based on the table above, it could be seen that that the teacher's activities during learning process achieved 54,2% in the first meeting and 66,7% in the second meeting in Cycle I.

#### **4) Reflecting**

In the end of the Cycle I, the researcher and the collaborator did the evaluation and reflection together. According to the result of vocabulary score in Cycle I, the use of word walls media could improve the students vocabulary mastery but the numbers of students who completed the MMC was only 17 students or 60,7%. Next, the students' activity also improved start form the first meeting until the second meeting in Cycle 1. It can be conclude that the use of word walls media can improve the students' activity in the classroom. Even though it did not complete the indicator of success, there was improvement in their vocabulary score and their learning activity.

In conclusion, there were some problems that should be repaired, so the researcher and the collaborator agreed to conduct Cycle 2. The common mistake in the teaching and learning process became a reference to be better so that the use of word wall media could improve the students' vocabulary mastery.

#### **b. Cycle 2**

Because the action was not success, in order that in the stage need to be held the cycle II again to repair the weakness in the cycle I. The steps of the cycle II as follow:

## **1) Planning**

In the planning of cycle II, the researcher and collaborator discussed about some of problems that found in cycle I. Therefore, in this step the researcher would to prepare the lesson plan, and material that would be used in teaching learning process. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

## **2) Acting**

### **a) The first meeting**

The first meeting was conducted on Thursday, November 23<sup>rd</sup> 2017 carried out for 2 sessions (2 x 40 minutes). At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle II was focused on the weakness of cycle I. The researcher found that the students not pay attention when the researcher explaining the material. The researcher guided the students to memorize vocabulary. The researcher put the printed words of vocabulary on the whiteboard and asked the students to help her in order to make the students more active in learning process. The students had to repeat after the researcher read the vocabulary. The researcher asked some students to come in front of the class to write the meaning of vocabulary

and then asked the students the meaning of the other vocabularies. The researcher asked the students to made note. The students looked very enthusiastic. In this meeting, the students seemed more interest and active than previous meeting in cycle I.

Finally, the researcher made a conclusion about the lesson with the students. The researcher closed the meeting and reminded the students to study again about the vocabularies of daily activity at school and at home.

b) The second meeting

The second meeting was conducted on Saturday, November 25<sup>th</sup> 2017, this meeting used as the post test II for 2x40 minutes, after the students were given the action. The result of post-test cycle II can be seen on the table below:

**Table 12**

**The Result of Students' Vocabulary Score of Post Test Cycle II**

<b>No.</b>	<b>Students' Code</b>	<b>Score</b>	<b>Category</b>
1	AKS	76	Complete
2	Ad	80	Complete
3	AP	86	Complete
4	AHR	64	Incomplete
5	ASP	88	Complete
6	APS	76	Complete
7	AP	84	Complete
8	ARP	94	Complete
9	APS	64	Incomplete
10	CAA	88	Complete
11	DSN	76	Complete
12	FDA	80	Complete
13	FK	54	Incomplete

14	GCP	84	Complete
15	HDM	80	Complete
16	IFS	78	Complete
17	IFNH	90	Complete
18	IWN	86	Complete
19	JAA	80	Complete
20	JM	62	Incomplete
21	Ma	76	Complete
22	PA	84	Complete
23	RO	86	Complete
24	SNA	74	Incomplete
25	SRP	84	Complete
26	VDC	90	Complete
27	YHN	76	Complete
28	YPA	80	Complete
Total		2220	
Average		79.28	
Highest Score		94	
Lowest Score		54	

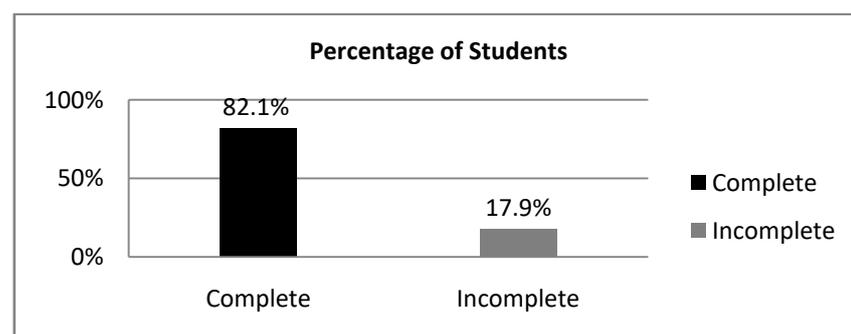
**Table 13**

**The Frequency of the Students' Vocabulary Score in Post Test Cycle II**

No.	Students' Score	Percentage	Frequency	Explanation
1	$\geq 75$	82,1 %	23	Complete
2	$< 75$	17,9 %	5	Incomplete
<b>Total</b>		<b>100%</b>	<b>28</b>	

**Chart 5**

**Result of Students' Vocabulary Score in Post Test Cycle II**



The result of Post Test 2 showed that there were 23 (82,1%) students complete to achieve the minimum standard of mastery (MMC). There were only 5 (17,9%) students did not complete the MMC. It reached the indicator of success where 80% the students could get the score  $\geq 75$ . It meant that the use of word walls media was success to improve the students' vocabulary mastery.

### 3) Observing

The observation was conducted when the learning process happened (Cycle II) by using the observation sheet for students activities in class and the observation sheet for teacher activity. The observation was done by the collaborator (English teacher) of eighth graders of SMP Negeri 10 Metro.

#### a) The observation of students' activities in teaching and learning process

Based on the observation sheet, the students more enthusiasm to pay attention learning process. Then, most of them were active in learning process. Now, most of students followed the teacher's instruction and all of them made a note. The data of the students' activity can be seen in the following table:

**Table 14**  
**The Result of the Students' Activity in the Teaching and Learning Process in Cycle II**

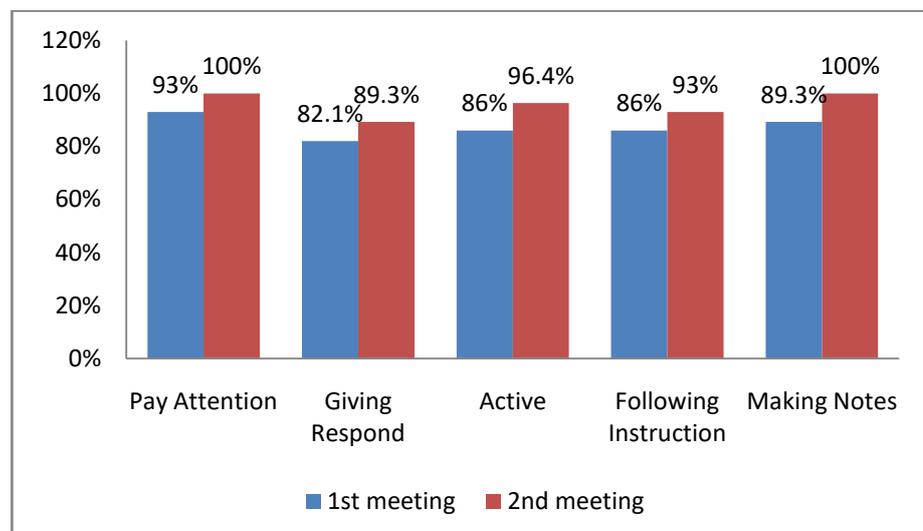
No	Students' Activity	Cycle 1		Average	Improvement
		1st meeting	2nd meeting		1st-2nd meeting

1	Giving attention to the teacher's explanation	26	28	96,5%	7%
		93%	100%		
2	Giving respond	23	25	85,7%	7,2%
		82,1%	89,3%		
3	Active in learning process	24	27	91,2%	10,4%
		86%	96,4%		
4	Following teacher's instruction	24	26	89,5%	7%
		86%	93%		
5	Making notes from the material	25	28	94,6%	10,7%
		89,3%	100%		
Average		87,28%	95,74%	91,5%	8,46%

Furthermore to see the comparison of the students' activities in cycle II:

**Chart 6**

**The Result of the Students Activity in the Teaching and Learning Process in Cycle II**



From the table and chart above, it revealed that the average of students' activities was 91,5% students. It meant that most of students more active in teaching and learning process and it reached the indicator of success where 80% the students were active. Furthermore, it was can be conclude that the students' activity were always increase from the first meeting until the second meeting in the Cycle II by using word walls media.

**b) The Observation of teacher's activities in teaching and learning process**

During learning process, the activities were done by the teacher during learning process influenced the students' understanding about the material. The result of teacher's activities in observation sheet could be seen on table 4 bellow:

**Table 15**  
**The Result of the Teacher's Activity in the Teaching and Learning Process in Cycle II**

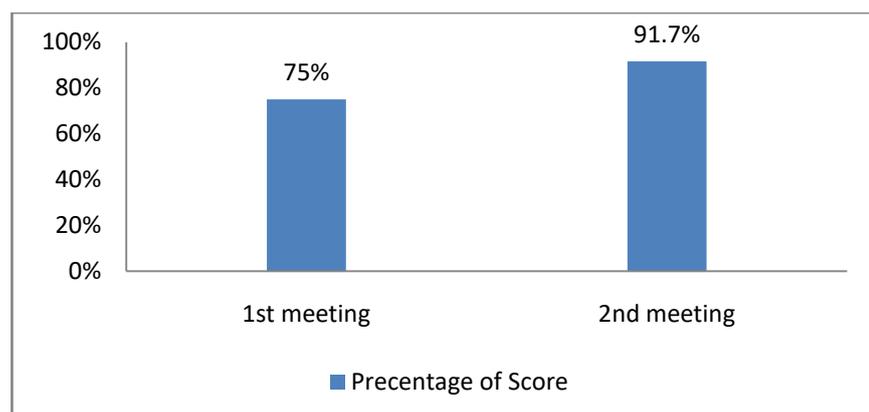
No	Aspect	Score	
		1st	2nd
1	<b>The teachers' preparation</b>	3	4
	- The materials are ready		
	- There is structure of the lesson		
2	<b>The teachers' mastery in the subject content</b>	3	4
	- The teacher shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		

3	<b>The teachers teaching methods</b>	4	4
	- The teacher uses the relevant teaching method, strategy, technique, activity or media		
4	<b>The teachers' performance</b>	3	3
	- Clearness of the teacher's sound		
	- Establishes classroom environment conducive to learning		
5	<b>The ability of closing the meeting:</b>	3	4
	- Making conclusion made by the students and teacher together.		
6	<b>The ability of managing class</b>	2	3
	- All the students are treated fairly		
	- Used the time wisely		
Total		18	22
Percentage		75%	91,7%

Furthermore, to see the comparison of the teacher' activities in cycle I :

**Chart 7**

**The Result of the Teacher Activity in the Teaching and Learning Process in Cycle II**



Based on the table and chart above, it could be seen that the teacher's activities during learning process achieved 75% in the first meeting and 91,7% in the second meeting in Cycle II.

#### **4) Reflecting**

The implementation of the use of word walls media in Cycle II was better than Cycle I. It could be seen from the improvement of the students' vocabulary score and the students' activity in the teaching and learning process.

The percentage of the students vocabulary score in the Post Test I was 60,7% while in the Post Test II was 82,1%. It achieved the indicator of success. Then, the percentage of students' activity in the Cycle I was 61,78% while in the Cycle II was 91,5%. It also achieved the indicator of success.

In conclusion, the use of word walls media was success to improve not only the students' vocabulary score but also the students' activity in the teaching and learning process.

## **B. Discussion**

### **1. Interpretation the Result of Students' Vocabulary Score in Cycle I and Cycle II**

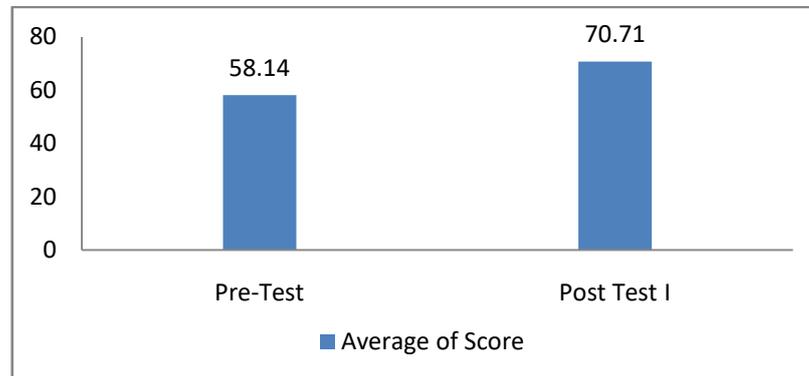
#### **a. The Result of the Students' Vocabulary Score in Cycle II**

The use of word walls media made the students' vocabulary score better than the pre-test. The comparison of the students' vocabulary score could be seen in the following table:

**Table 16**  
**The Result of Students' Vocabulary Score in Pre Test and Post Test 1**

No.	Students' Code	Pre-Test Score	Post Test 1 Score	Improvement	Improvement Percentage	Category
1	AKS	44	60	16	36.4%	Improved
2	Ad	54	76	22	40.7%	Improved
3	AP	78	82	4	5.1%	Improved
4	AHR	48	54	6	12.5%	Improved
5	ASP	76	80	4	5.3%	Improved
6	APS	42	56	14	28.6%	Improved
7	AP	76	80	4	5.3%	Improved
8	ARP	80	88	8	10%	Improved
9	APS	46	56	10	21.7%	Improved
10	CAA	58	76	18	31%	Improved
11	DSN	44	54	10	22.7%	Improved
12	FDA	64	78	14	21.9%	Improved
13	FK	38	50	12	31.6%	Improved
14	GCP	62	76	14	22.6%	Improved
15	HDM	54	76	22	40.7%	Improved
16	IFS	50	60	10	20%	Improved
17	IFNH	76	84	8	10.5%	Improved
18	IWN	60	80	20	33.3%	Improved
19	JAA	56	78	22	39.3%	Improved
20	JM	42	54	12	28.6%	Improved
21	Ma	52	64	12	23.1%	Improved
22	PA	62	78	16	25.8%	Improved
23	RO	76	82	6	7.9%	Improved
24	SNA	52	64	12	23.1%	Improved
25	SRP	64	80	16	25%	Improved
26	VDC	78	84	6	7.7%	Improved
27	YHN	42	54	12	28.6%	Improved
28	YPA	54	76	22	40.7%	Improved
<b>Total</b>		<b>1628</b>	<b>1980</b>	<b>352</b>	<b>649,7%</b>	
<b>Average</b>		<b>58.14</b>	<b>70.71</b>	<b>12.57</b>	<b>23,2%</b>	

Furthermore, the chart of the comparison of the students' vocabulary score in the pre-test and post test I was presented below:

**Chart 8****The Result of Students' Vocabulary Score in Pre Test and Post Test I**

From the data above, it could be concluded that there was an improvement in the students' vocabulary score from pre-test to post test I. In the pre test the average of score was 58,14 and in the post test 1 was 70,71. The improvement of the average of score was 12,57 from pre test to post test 1.

**b. The Result of the Students' Vocabulary Score in Cycle II**

The result of the vocabulary score in Cycle II as follow:

**Table 17****The Result of Students' Vocabulary Score in Post Test 1 and Post Test 2**

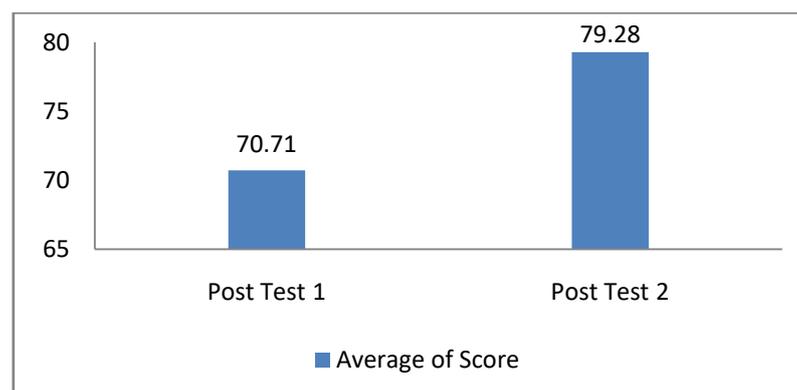
No.	Students' Code	Post Test 1 Score	Post Test 2 Score	Improvement	Improvement Percentage	Category
1	AKS	60	76	16	26.7%	Improved
2	Ad	76	80	4	5.3%	Improved
3	AP	82	86	4	4.9%	Improved
4	AHR	54	64	10	18.5%	Improved
5	ASP	80	88	8	10%	Improved
6	APS	56	76	20	35.7%	Improved
7	AP	80	84	4	5%	Improved
8	ARP	88	94	6	6.8%	Improved

9	APS	56	64	8	14.3%	Improved
10	CAA	76	88	12	15.8%	Improved
11	DSN	54	76	22	40.7%	Improved
12	FDA	78	80	2	2.6%	Improved
13	FK	50	54	4	8%	Improved
14	GCP	76	84	8	10.5%	Improved
15	HDM	76	80	4	5.3%	Improved
16	IFS	60	78	18	30%	Improved
17	IFNH	84	90	6	7.1%	Improved
18	IWN	80	86	6	7.5%	Improved
19	JAA	78	80	2	2.6%	Improved
20	JM	54	62	8	14.8%	Improved
21	Ma	64	76	12	18.7%	Improved
22	PA	78	84	6	7.7%	Improved
23	RO	82	86	4	4.9%	Improved
24	SNA	64	74	10	15.6%	Improved
25	SRP	80	84	4	5%	Improved
26	VDC	84	90	6	7.1%	Improved
27	YHN	54	76	22	40.7%	Improved
28	YPA	76	80	4	5.3%	Improved
Total		1980	2220	240	377.1%	
Average		70.71	79.28	8.57	13.47%	

Furthermore, the chart of the comparison of the students' vocabulary score in the post test 1 and post test 2 was presented below:

**Chart 9**

**The Result of Students' Vocabulary Score in Post Test 1 and Post Test 2**



From the data above, it could be concluded that there was an improvement in the students' vocabulary score from post test 1 to post test 2. In the post test 1 the average of score was 70,71 and in the post test 2 was 79,28. The improvement of the average of score was 8,57 from post test 1 to post test 2.

**c. The Result of the Research**

The recapitulation of the students' improvement in the vocabulary score from pre test, post test 1, post test 2 could be seen in the following table:

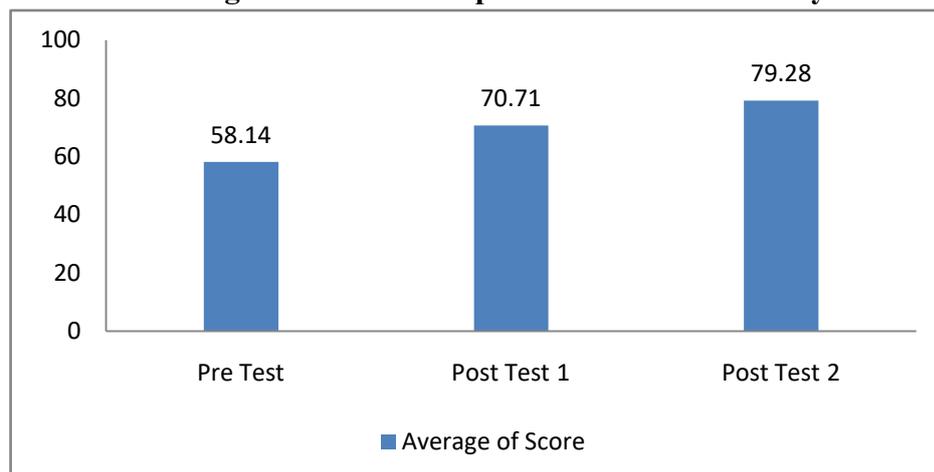
**Table 18**  
**The Recapitulation of Students' Improvement in Vocabulary Score**

No.	Students' Code	Pre-Test Score	Post Test 1 Score	Post Test 2 Score	Explanation
1	AKS	44	60	76	Improved
2	Ad	54	76	80	Improved
3	AP	78	82	86	Improved
4	AHR	48	54	64	Improved
5	ASP	76	80	88	Improved
6	APS	42	56	76	Improved
7	AP	76	80	84	Improved
8	ARP	80	88	94	Improved
9	APS	46	56	64	Improved
10	CAA	58	76	88	Improved
11	DSN	44	54	76	Improved
12	FDA	64	78	80	Improved
13	FK	38	50	54	Improved
14	GCP	62	76	84	Improved
15	HDM	54	76	80	Improved
16	IFS	50	60	78	Improved
17	IFNH	76	84	90	Improved

18	IWN	60	80	86	Improved
19	JAA	56	78	80	Improved
20	JM	42	54	62	Improved
21	Ma	52	64	76	Improved
22	PA	62	78	84	Improved
23	RO	76	82	86	Improved
24	SNA	52	64	74	Improved
25	SRP	64	80	84	Improved
26	VDC	78	84	90	Improved
27	YHN	42	54	76	Improved
28	YPA	54	76	80	Improved
Total		1628	1980	2220	
Average		58.14	70.71	79.28	

Furthermore, the chart of the comparison of the students' vocabulary score in the pre-test and post test I was presented below:

**Chart 10**  
**The Percentage of Students' Improvement in Vocabulary Score**



From the explanation above, there was an improvement in the students' vocabulary score from Pre Test to post test 1 to post test 2. The students' average score was 58,14 in pre-test, 70,71 in post test 1, and 79,28 in the post test 2. The improvement was 12,57 from pre test to post test 1 then the improvement was 8,57 from post test 1 to

post test 2. In conclusion, the use of word walls media could improve the students' vocabulary mastery.

## 2. Interpretation the Result of Students' and Teacher's Activity in Cycle I and Cycle II

### a. The Result of the Observation on Students' Activity

This observation result got when the teaching and learning process happened. The comparison of the students' activity in Cycle I and Cycle II could be seen in the following table:

**Table 19**  
**The Result of the Students' Activity in Cycle I and Cycle II**

	1st Meeting	2nd Meeting	Total	Average	Note
Cycle I	51,42%	72,14%	123,56%	61,78%	Improved
Cycle II	87,28%	95,74%	183,02%	91,51%	Improved

From the table above, it showed that there was improvement in students' activity from the cycle I to cycle II. The average in cycle I was 61,78% and in cycle II was 91,51%. It achieved the indicator of success where 80% of students were active in learning process. It meant that the use of word walls media also improved the students' activity in vocabulary learning.

### b. The Result of the Observation in Teacher's Activity

This observation result got when the teaching and learning process happened. The comparison of the teacher's activity in Cycle I and Cycle II could be seen in the following table:

**Table 20**  
**The result of the Teacher's Activity in Cycle I and Cycle II**

	1st Meeting	2nd Meeting	Total	Average	Note
Cycle I	54,2%	66,7%	120,9%	60,45%	Improved
Cycle II	75%	91,7%	166,7%	83,35%	Improved

From the table above, it showed that there was improvement in teacher's activity from the cycle I to cycle II. The average in cycle I was 60,45% and in cycle II was 83,35%. The improvement of the average of teacher's activity from the cycle I to cycle II was 22,9%.

## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusion**

Based on the result of using word walls media in teaching vocabulary that conducted at the eighth graders of SMP Negeri 10 Metro, the researcher concluded that there was significant improvement in students' vocabulary mastery. It can be seen from the improvement of the students' vocabulary result of the pre-test, post test 1 and post test 2. There were 7 students (25%) who got score 75 or more with average of score is 58,14 at pre-test, 17 students (60,7%) with average of score was 70,71 at post test cycle I, and 23 students (82,1%) with average of score was 79,28 at post test cycle II. It means that the result of post test cycle II achieved the indicator of success where 80% of the students got minimum score of 75 or more.

Furthermore, the students' activities in learning process also improved by using word walls media. It was proved by the result of observation sheet on students' activities. It showed that there was improvement in students' activities from the cycle I to cycle II. The average in cycle I was 61,78% and in cycle II was 91,51%. It achieved the indicator of success where 80% of students were active in learning process.

Therefore, the use of word walls media could be used as the alternative media in teaching vocabulary mastery. The use of word walls media made students more active in learning process and it helped the students to remember new words and its meaning easily.

## **B. Suggestion**

Referring to the result of the research and the conclusion stated previously, the researcher proposes some suggestions as follow:

### **1. For The Students**

The students must be more active in learning process in order to they can understand the material and increase their result especially in vocabulary mastery.

### **2. For The English Teacher**

The English teacher can apply Word Walls media as an alternative media in teaching vocabulary to make the students more interest in order to improve and to motivate the students in learning vocabulary.

### **3. For The Headmaster**

The headmaster should take a positive side of this media when the media is applied in the class because of learning with media can make the students more interest and active in the class.

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# APPENDICES

## SILABUS SMP/MTs

**Mata Pelajaran : Bahasa Inggris**

**Kelas : VIII**

**Kompetensi Inti :**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
diwujudkan dalam semangat belajar					
<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan</p>					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
cinta damai, dalam melaksanakan komunikasi fungsional.					
<p>3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya .</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan</p>	<p><b>Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini</b></p> <p><b>Fungsi sosial</b></p> <p>Menjelaskan, memberi alasan, memberi contoh tindakan, dsb..</p> <p><b>Struktur teks</b></p> <p><i>What are you doing here? Waiting for her; Don't play around. Look! Everybody is doing their task.; I need to see the Principal. May I see him now? No, he's having a meeting.; Be quiet, please. The baby is sleeping. , dan sebagainya.</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang</p>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal / transaksional dengan benar dan akurat</li> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</li> <li>Contoh</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Unsur kebahasaan</b></p> <ol style="list-style-type: none"> <li>(1) Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense.</li> <li>(2) Kosakata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</li> <li>(3) Kata kerja untuk keadaan: <i>be, have</i>, dalam Present Continuous Tense.</li> <li>(4) Adverbia: <i>now</i></li> <li>(5) Kata ganti obyek: <i>me, you, him, her, us, dst.</i></li> <li>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat</li> </ol>	<p>dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>• Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</li> <li>• Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk</li> </ul>	<ul style="list-style-type: none"> <li>• Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>• Observasi terhadap</li> </ul>		<p>interaksi tertulis</p> <ul style="list-style-type: none"> <li>• Contoh teks tertulis</li> <li>• Sumber dari internet, seperti:</li> </ul> <p><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></p> <p><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></p> <p><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi,</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan.</p> <p><b>Topik</b></p> <p>Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang</li> </ul>	<p>tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.		

English Teacher



Masfiadi, S.Pd  
NIP. 19680424 200501 1 008

Metro, November 11<sup>st</sup>, 2017  
Researcher



Tia Anggraini  
St. N. 13108567



Kepala SMP N 10 Metro,

Drs. Supardi

NIP. 19640207 199512 1 003

## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP Negeri 10 Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 1
Materi Pokok	: What Are You Doing?
Alokasi Waktu	: 6 x 40 menit

### KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### KOMPETENSI DASAR DAN INDIKATOR

#### Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial *menyatakan dan menanyakan tindakan / kejadian yang sedang dilakukan / berlangsung saat ini*, sesuai dengan konteks penggunaannya
- 4.8. Menyusun teks lisan dan tulis untuk *menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini*, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

#### Indikator

1. Terampil memahami, menyatakan, dan menanyakan teks lisan yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini.

2. Terampil memahami, menyatakan, dan menanyakan teks tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini.

#### TUJUAN PEMBELAJARAN

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini, untuk menjelaskan, memberi alasan, memberi contoh tindakan, dsb, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).

#### MATERI PEMBELAJARAN

Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini

##### *Fungsi sosial*

Menjelaskan, memberi alasan, memberi contoh tindakan, dsb.

##### *Struktur teks*

*What are you doing here? Waiting for her; Don't play around. Look! Everybody is doing their task.; I need to see the Principal. May I see him now? No, he's having a meeting.; Be quiet, please. The baby is sleeping dan sebagainya.*

##### *Unsur kebahasaan*

- (10) Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense.
- (11) Kosakata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya
- (12) Kata kerja untuk keadaan: *be, have*, dalam Present Continuous Tense.
- (13) Adverbia: *now*
- (14) Kata ganti obyek: *me, you, him, her, us, dst.*
- (15) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (16) Ucapan, tekanan kata, intonasi,
- (17) Ejaan dan tanda baca
- (18) Tulisan tangan.

##### *Topik*

Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

#### LENGGAH - LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Kegiatan awal	1. Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa Inggris "Good morning, students" agar <i>English Environment</i>	10 menit

	<p>dapat langsung tercipta. Setelah direspon, guru menanyakan keadaan siswa</p> <ol style="list-style-type: none"> <li>2. Guru menanyakan kehadiran siswa dengan mengucapkan “Who is absent today?”.</li> <li>3. Setelah melakukan presensi, guru menanyakan nama beberapa siswa.</li> <li>4. Guru mengajak siswa untuk menebak tentang topik yang akan dipelajari</li> <li>5. Guru menekankan topik yang akan dipelajari yaitu tentang pengenalan diri</li> </ol>	
Kegiatan Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsinya.</li> <li>• Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsinya.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>• Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/</li> </ul>	60 menit

	<p>kejadian yang sedang dilakukan/berlangsung saat ini.</p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>• Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	
Kegiatan Akhir	<ol style="list-style-type: none"> <li>1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari</li> <li>2. Guru memberikan pekerjaan rumah kepada siswa</li> <li>3. Guru menginformasikan materi selanjutnya</li> </ol>	10 menit

PENILAIAN

1. Teknik penilaian : Tes Tertulis
2. Instrument :
  - a. 10 soal pilihan ganda (Multiple Choice)
  - b. 10 soal isian singkat (Fill the Blank)
3. Skor perolehan :
  - a. Soal pilihan ganda:
    - Jawaban salah bernilai nol
    - Penilaian = jawaban benar x 4 = 40 (skor maksimal)
  - b. Soal isian singkat :
    - Jawaban salah bernilai nol
    - Penilaian = jawaban benar x 6 = 60 (skor maksimal)

Skor Akhir = Skor Perolehan A + Skor Perolehan B

English Teacher



Masfiadi, S.Pd

NIP. 19680424 200501 1 008

Metro, November 11<sup>st</sup>, 2017

Researcher



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St. N. 13108567



**The Result of Students' Vocabulary Score**

No.	Students' Code	Score		
		Pre-Test	PostTest 1	Post Test 2
1	AKS	44	60	76
2	Ad	54	76	80
3	AP	78	82	86
4	AHR	48	54	64
5	ASP	76	80	88
6	APS	42	56	76
7	AP	76	80	84
8	ARP	80	88	94
9	APS	46	56	64
10	CAA	58	76	88
11	DSN	44	54	76
12	FDA	64	78	80
13	FK	38	50	54
14	GCP	62	76	84
15	HDM	54	76	80
16	IFS	50	60	78
17	IFNH	76	84	90
18	IWN	60	80	86
19	JAA	56	78	80
20	JM	42	54	62
21	Ma	52	64	76
22	PA	62	78	84
23	RO	76	82	86
24	SNA	52	64	74
25	SRP	64	80	84
26	VDC	78	84	90
27	YHN	42	54	76
28	YPA	54	76	80
Total		1628	1980	2220
Average		58.14	70.71	79.28

English Teacher



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Metro, November 30<sup>th</sup>, 2017  
Researcher



Tia Anggraini  
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**OBSERVATION SHEET**  
**THE STUDENTS' ACTIVITY**

**Day/Date** : Thursday, November 16<sup>th</sup>, 2017  
**Class** : VIII F

**Cycle** : I  
**Meeting** : 1

No	Students Code	The Students' activity				
		1	2	3	4	5
1.	AKS	√	-	√	-	√
2.	Ad	-	-	√	-	√
3.	AP	√	√	√	√	√
4.	AHR	-	-	-	-	√
5.	ASP	√	√	√	√	√
6.	APS	-	-	-	-	√
7.	AP	√	√	√	√	√
8.	ARP	√	√	√	√	√
9.	APS	-	-	-	-	√
10.	CAA	-	√	√	-	-
11.	DSN	√	-	√	-	√
12.	FDA	√	√	-	-	-
13.	FK	-	-	-	√	√
14.	GCP	-	√	√	-	-
15.	HDM	√	-	-	-	√
16.	IFS	-	-	√	-	-
17.	IFNH	√	√	√	√	√
18.	IWN	√	-	-	-	√
19.	JAA	-	√	√	-	√
20.	JM	-	-	√	-	-
21.	Ma	√	-	√	-	√
22.	PA	-	-	-	-	-
23.	RO	√	√	√	√	√
24.	SNA	√	-	√	-	-
25.	SRP	-	-	-	√	-
26.	VDC	√	√	√	√	√
27.	YHN	-	-	-	-	√
28.	YPA	√	-	√	-	√
<b>Percentage</b>		53,6%	35,7%	64,3%	32,1%	71,4%
<b>Total Percentage</b>		257,1%				
<b>Average of Percentage</b>		51,42%				

Notes:

1. Giving attention to the teacher's explanation

2. Giving respond
3. Active in learning process
4. Following teacher's instruction
5. Making notes from the material

English Teacher



Masfiadi, S.Pd  
NIP. 19680424 200501 1 008

Metro, November 16<sup>th</sup>, 2017  
Researcher



Tia Anggraini  
St. N. 13108567

**OBSERVATION SHEET**  
**THE STUDENTS' ACTIVITY**

**Day/Date** : Saturday, November 18<sup>th</sup>, 2017      **Cycle** : I  
**Class** : VIII F      **Meeting** : 2

No	Students Code	The Students' activity				
		1	2	3	4	5
1.	AKS	√	√	√	-	√
2.	Ad	√	-	√	√	√
3.	AP	√	√	√	√	√
4.	AHR	-	√	-	-	√
5.	ASP	√	√	√	√	√
6.	APS	-	-	√	√	√
7.	AP	√	√	√	√	√
8.	ARP	√	√	√	√	√
9.	APS	-	-	-	-	√
10.	CAA	√	√	√	-	-
11.	DSN	√	-	√	√	√
12.	FDA	√	√	-	-	√
13.	FK	√	-	√	√	√
14.	GCP	-	√	√	-	-
15.	HDM	√	√	-	√	√
16.	IFS	-	√	√	-	-
17.	IFNH	√	√	√	√	√
18.	IWN	√	-	√	-	√
19.	JAA	-	√	√	√	√
20.	JM	√	√	√	-	√
21.	Ma	√	-	√	√	√
22.	PA	-	√	√	√	√
23.	RO	√	√	√	√	√
24.	SNA	√	-	√	√	-
25.	SRP	√	√	-	√	-
26.	VDC	√	√	√	√	√
27.	YHN	-	-	-	-	√
28.	YPA	√	√	√	-	√
<b>Percentage</b>		71,4%	67,9%	78,6%	60,7%	82,1%
<b>Total Percentage</b>		360,7%				
<b>Average of Percentage</b>		72,14%				

Notes:

1. Giving attention to the teacher's explanation

2. Giving respond
3. Active in learning process
4. Following teacher's instruction
5. Making notes from the material

English Teacher



Masfiadi, S.Pd  
NIP. 19680424 200501 1 008

Metro, November 18<sup>th</sup>, 2017  
Researcher



Tia Anggraini  
St. N. 13108567

**OBSERVATION SHEET**  
**THE STUDENTS' ACTIVITY**

**Day/Date** : Thursday, November 23<sup>rd</sup>, 2017      **Cycle** : II  
**Class** : VIII F      **Meeting** : 1

No	Students Code	The Students' activity				
		1	2	3	4	5
1.	AKS	√	√	√	√	√
2.	Ad	√	√	√	√	√
3.	AP	√	√	√	√	√
4.	AHR	-	√	-	-	-
5.	ASP	√	√	√	√	√
6.	APS	√	-	√	√	√
7.	AP	√	√	√	√	√
8.	ARP	√	√	√	√	√
9.	APS	√	-	-	-	√
10.	CAA	√	√	√	√	-
11.	DSN	√	√	√	√	√
12.	FDA	√	√	√	√	√
13.	FK	√	√	√	√	√
14.	GCP	√	√	√	√	-
15.	HDM	√	√	-	√	√
16.	IFS	√	√	√	√	√
17.	IFNH	√	√	√	√	√
18.	IWN	√	-	√	-	√
19.	JAA	√	√	√	√	√
20.	JM	√	√	√	-	√
21.	Ma	√	-	√	√	√
22.	PA	√	√	√	√	√
23.	RO	√	√	√	√	√
24.	SNA	√	-	√	√	√
25.	SRP	√	√	-	√	√
26.	VDC	√	√	√	√	√
27.	YHN	-	√	√	√	√
28.	YPA	√	√	√	√	√
<b>Percentage</b>		93%	82,1%	86%	86%	89,3%
<b>Total Percentage</b>		436,4%				
<b>Average of Percentage</b>		87,28%				

Notes:

1. Giving attention to the teacher's explanation

2. Giving respond
3. Active in learning process
4. Following teacher's instruction
5. Making notes from the material

English Teacher



Masfiadi, S.Pd  
NIP. 19680424 200501 1 008

Metro, November 23<sup>rd</sup>, 2017  
Researcher



Tia Anggraini  
St. N. 13108567

**OBSERVATION SHEET**  
**THE STUDENTS' ACTIVITY**

**Day/Date** : Saturday, November 25<sup>th</sup>, 2017      **Cycle** : II  
**Class** : VIII F      **Meeting** : 2

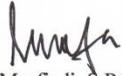
No	Students Code	The Students' activity				
		1	2	3	4	5
1.	AKS	√	√	√	√	√
2.	Ad	√	√	√	√	√
3.	AP	√	√	√	√	√
4.	AHR	√	√	-	-	√
5.	ASP	√	√	√	√	√
6.	APS	√	-	√	√	√
7.	AP	√	√	√	√	√
8.	ARP	√	√	√	√	√
9.	APS	√	-	-	-	√
10.	CAA	√	√	√	√	√
11.	DSN	√	√	√	√	√
12.	FDA	√	√	√	√	√
13.	FK	√	√	√	√	√
14.	GCP	√	√	√	√	√
15.	HDM	√	√	√	√	√
16.	IFS	√	√	√	√	√
17.	IFNH	√	√	√	√	√
18.	IWN	√	-	√	√	√
19.	JAA	√	√	√	√	√
20.	JM	√	√	√	√	√
21.	Ma	√	-	√	√	√
22.	PA	√	√	√	√	√
23.	RO	√	√	√	√	√
24.	SNA	√	-	√	√	√
25.	SRP	√	√	√	√	√
26.	VDC	√	√	√	√	√
27.	YHN	√	√	√	√	√
28.	YPA	√	√	√	√	√
<b>Percentage</b>		100%	89,3%	96,4%	93%	100%
<b>Total Percentage</b>		478,7%				
<b>Average of Percentage</b>		95,74%				

Notes:

1. Giving attention to the teacher's explanation

2. Giving respond
3. Active in learning process
4. Following teacher's instruction
5. Making notes from the material

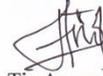
English Teacher



Masfiadi, S.Pd

NIP. 19680424 200501 1 008

Metro, November 25<sup>th</sup>, 2017  
Researcher



Tia Anggraini

St. N. 13108567

### Teachers' Observation Sheet

Cycle : I  
Class : VIII F

No	Aspect	Score	
		1st	2nd
1	<b>The teachers' preparation</b>	2	3
	- The materials are ready		
	- There is structure of the lesson		
2	<b>The teachers' mastery in the subject content</b>	2	2
	- The teacher shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	<b>The teachers teaching methods</b>	3	4
	- The teacher uses the relevant teaching method, strategy, technique, activity or media		
	- The teacher uses the appropriate media in teaching.		
4	<b>The teachers' performance</b>	2	2
	- Clearness of the teacher's sound		
	- Establishes classroom environment conducive to learning		
	- Establishes the communication between teacher and students		
5	<b>The ability of closing the meeting:</b>	2	3
	- Making conclusion made by the students and teacher together.		
	- Conducting evaluation		
6	<b>The ability of managing class</b>	2	2
	- All the students are treated fairly		
	- Used the time wisely		
Total		13	16
Percentage		54,2%	66,7%
Average of Percentage		60,45%	

English Teacher



Masfiadi, S.Pd  
NIP. 19680424 200501 1 008

Metro, November 2017

Researcher



Tia Anggraini  
St. N. 13108567

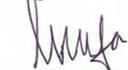
The Table of Attendance List

Class : VIII F

No	Name	Pre-test	Cycle I		Cycle 2	
			1	Post-test I	2	Post-test 2
1	Ade Kurnia Sandi	<i>ade</i>	<i>ade</i>	<i>ade</i>	<i>ade</i>	<i>ade</i>
2	Adrian	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>
3	Adrian Pratama	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>
4	Afif Hablu Ramadan	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>
5	Aldo Surya Pratama	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>
6	Alfani Putrika Sari	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>
7	Alfian Purniago	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>
8	Andika Rizky Bayu	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>
9	Arif Putra Subakti	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>
10	Chindy Amelia Anggraini	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>
11	Davi Surya Nugraha	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>
12	Fandika Dewa Angga	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>	<i>Am</i>
13	Fidya Kurniati	<i>Fidya</i>	<i>Fidya</i>	<i>Fidya</i>	<i>Fidya</i>	<i>Fidya</i>
14	Gilang Cahya Pamungkas	<i>Gilang</i>	<i>Gilang</i>	<i>Gilang</i>	<i>Gilang</i>	<i>Gilang</i>
15	Hellena Dani Manaha	<i>Hellena</i>	<i>Hellena</i>	<i>Hellena</i>	<i>Hellena</i>	<i>Hellena</i>
16	Icha Faradita Satya	<i>Icha</i>	<i>Icha</i>	<i>Icha</i>	<i>Icha</i>	<i>Icha</i>
17	Islaila Fitri Nur Hidayah	<i>Islaila</i>	<i>Islaila</i>	<i>Islaila</i>	<i>Islaila</i>	<i>Islaila</i>
18	Isma Wati Ningsih	<i>Isma</i>	<i>Isma</i>	<i>Isma</i>	<i>Isma</i>	<i>Isma</i>
19	Jaris Akwa Agufon	<i>Jaris</i>	<i>Jaris</i>	<i>Jaris</i>	<i>Jaris</i>	<i>Jaris</i>
20	Jesica Maifina	<i>Jesica</i>	<i>Jesica</i>	<i>Jesica</i>	<i>Jesica</i>	<i>Jesica</i>
21	Marina	<i>Marina</i>	<i>Marina</i>	<i>Marina</i>	<i>Marina</i>	<i>Marina</i>
22	Pravda Aghfila	<i>Pravda</i>	<i>Pravda</i>	<i>Pravda</i>	<i>Pravda</i>	<i>Pravda</i>
23	Riva Oktavia	<i>Riva</i>	<i>Riva</i>	<i>Riva</i>	<i>Riva</i>	<i>Riva</i>
24	Siska Nur Amaliya	<i>Siska</i>	<i>Siska</i>	<i>Siska</i>	<i>Siska</i>	<i>Siska</i>
25	Suma Ridho Pasawan	<i>Suma</i>	<i>Suma</i>	<i>Suma</i>	<i>Suma</i>	<i>Suma</i>
26	Vincencius Daniel Cristoper	<i>Vincencius</i>	<i>Vincencius</i>	<i>Vincencius</i>	<i>Vincencius</i>	<i>Vincencius</i>
27	Yuro Hero Nusa	<i>Yuro</i>	<i>Yuro</i>	<i>Yuro</i>	<i>Yuro</i>	<i>Yuro</i>
28	Yuwhandira Putri Aulia	<i>Yuwhandira</i>	<i>Yuwhandira</i>	<i>Yuwhandira</i>	<i>Yuwhandira</i>	<i>Yuwhandira</i>

Metro, November 2017

English Teacher



Masfiadi, SPd  
NIP. 19680424 2005 01 008

Researcher



Tia Anggraini  
St. N. 13108567

## PRE-TEST

A. Choose the right answer by crossing a, b, c or d.

1. They .....grammar in English  
right now.
    - a. is study
    - b. are study
    - c. is studying
    - d. are studying
  2. My brother ..... doing a great job.
    - a. is
    - b. are
    - c. am
    - d. were
  3. The sun ..... brightly today.
    - a. shine
    - b. shining
    - c. is shining
    - d. are shining
  4. We are not ... a trip to Thailand  
during rainy season.
    - a. plan
    - b. planning
    - c. plans
    - d. planed
  5. Is she ... flower-arranging at the  
flower show now?
    - a. learn
    - b. learns
    - c. learning
    - d. learned
  6. He ..... very naughty.
    - a. is being
    - b. are being
    - c. are become
    - d. is become
  7. Sinta is ..... a letter for her  
cousin.
    - a. listening
    - b. writing
    - c. speaking
    - d. drawing
  8. The boys ..... football at the yard.
    - a. play
    - b. played
    - c. is playing
    - d. are playing
  9. Andi is buying a book in the .....
- a. bookshop
  - b. library
  - c. barber shop
  - d. office

10. The clown is very interesting. All the children ... happily.
- a. is crying
  - b. are crying
  - c. are laughing
  - d. is complaining

**B.** *Fill in the blank with the correct answer.*

1. My mother \_\_\_\_\_ in the kitchen.
2. Although Lisa is not in a good condition, she is \_\_\_\_\_ to school right now.
3. Willy is \_\_\_\_\_ a bath.

4.



Marwah is \_\_\_\_\_ the plates after she has breakfast.

5. Look! The cat is eating fish because the cat is \_\_\_\_\_.
6. I am \_\_\_\_\_ a movie at the moment. I will call you once it is over.
7. Sania is \_\_\_\_\_ her favorite music.
8. Mr. Badri \_\_\_\_\_ (teach) his son ride a bicycle.
9. \_\_\_\_\_ Clara baking cookies?

10.



Samuel is \_\_\_\_\_ rubbish into the trashcan.

## POST TEST 1

A. Choose the right answer by crossing a, b, c or d.

1. We ..... about the Present Continuous Tense now.
  - a. is learn
  - b. is learning
  - c. are learn
  - d. are learning
2. The boys are practicing soccer on the field right now ... they are preparing themselves for tomorrow's match.
  - a. although
  - b. because
  - c. but
  - d. and
3. Shifa ..... the whiteboard.
  - a. is cleaned
  - b. are cleaned
  - c. is cleaning
  - d. are cleaning
4. Who ... next to Jenny?
  - a. is sitting
  - b. are sitting
  - c. sit
  - d. sitting
5. Maya is ... dinner in the kitchen.
  - a. putting
  - b. looking
  - c. cleaning
  - d. preparing
6. Anne : ....  
Yuma : I'm fixing my guitar.
  - a. Why are you laughing?
  - b. When are you leaving?
  - c. Where are you going?
  - d. What are you doing?
7. The children ... in small groups.
  - a. is playing
  - b. are playing
  - c. plays
  - d. was played
8. The students ..... book in the library.
  - a. are cleaning
  - b. are practicing
  - c. are reading
  - d. are selling
9. Grandpa is ..... the newspaper and Grandma is .....
  - a. read – pray
  - b. read – prayed
  - c. reading – praying
  - d. reads – prays
10. The naughty students are not ..... the lesson from their teacher.
  - a. listening
  - b. listen
  - c. listens
  - d. listened

**B. Fill in the blank with the correct answer.**

1. They \_\_\_\_\_ studying English with their teacher.
2. Bubu is \_\_\_\_\_ Ariana Grande's songs in her friend's birthday party.
3. The dress code for Lina's birthday is smart casuals, so I \_\_\_\_\_ a black dress.

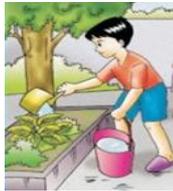
4.



Jisoo is \_\_\_\_\_ the floor.          Sweeping

5. Pricilia is \_\_\_\_\_ a letter from her cousin who is living in Jakarta.
6. Aini : What are you watching, Dian ?  
Dian : I \_\_\_\_\_ Detective Conan movie.

7.



Bayu \_\_\_\_\_ the plants because there is no raining today.

8. Look! What is \_\_\_\_\_ in front of our class.
9. Mr. Badri \_\_\_\_\_ (teach) his son ride a bicycle.
10. My mother is \_\_\_\_\_ spaghetti because we like it.

## POST TEST 2

A. Choose the right answer by crossing a, b, c or d.

1. He is ..... pronunciation.
  - a. practicing
  - b. practice
  - c. practices
  - d. practiced
2. Vina and I ..... how to cook French food.
  - a. am learning
  - b. are learning
  - c. is learn
  - d. is learning
3. Surprisingly, he ... very patient and helpful to everyone.
  - a. be
  - b. is being
  - c. become
  - d. became
4. .... you ..... my dictionary right now?
  - a. Are, bring
  - b. Is, bringing
  - c. Are, bringing
  - d. Is, bring
5. My brother ... for Human Resources jobs in Jakarta.
  - a. look
  - b. looks
  - c. am looking
  - d. is looking
6. Look! The cat is ... fish because the cat is hungry!
  - a. eating
  - b. sleeping
  - c. walking
  - d. fishing
7. Doni is cleaning the window, because it is so .....
  - a. clean
  - b. rough
  - c. dirty
  - d. not dirty
8. I just want to stay at home. I don't want to go out because ...
  - a. it is raining
  - b. it is beautiful inside
  - c. the sun is shining nicely
  - d. the flowers are blossoming
9. Do not be nervous, things are ..... well !
  - a. go
  - b. goes
  - c. gone
  - d. going
10. Sinta is ..... for Rose in front of her class.
  - a. wait
  - b. waited
  - c. waiting
  - d. waits

**B. Fill in the blank with the correct answer.**

1. Dayu is throwing
2. into the trashcan.
3. The students are reading a book in the \_\_\_\_\_ .
4. \_\_\_\_\_ you eating fried rice ?
5. My father is \_\_\_\_\_ a newspaper while he is drinking a cup of coffee.
- 6.



Diana is \_\_\_\_\_ the floor.

7. I am not \_\_\_\_\_ to rock music.
8. Daniel : What are you doing, Boy ?  
Boy : I am \_\_\_\_\_ a picture.
9. \_\_\_\_\_ she writing a descriptive paragraph about cat?
- 10.



My mother is \_\_\_\_\_ some clothes.

10. Dendi \_\_\_\_\_ his homework at home.

## ANSWER KEY

### PRE-TEST

#### A. Multiple Choice

1. D
2. A
3. C
4. B
5. C
6. A
7. B
8. D
9. A
10. C

#### B. Fill in the Blank

1. Is cooking
2. Going
3. Taking
4. Washing
5. Hungry
6. Watching
7. Listening
8. Is teaching
9. Is
10. Throwing

## ANSWER KEY

### POST TEST 1

#### A. Multiple Choice

1. D
2. B
3. C
4. A
5. D
6. D
7. B
8. C
9. C
10. A

#### B. Fill in the Blank

1. Are
2. Singing
3. Am wearing
4. Sweeping
5. Reading
6. Am watching
7. Is watering
8. Happening
9. Is teaching
10. Is cooking

## ANSWER KEY

### POST TEST 2

#### A. Multiple Choice

1. A
2. B
3. B
4. C
5. D
6. A
7. C
8. A
9. D
10. C

#### B. Fill in the Blank

1. Rubbish
2. Library
3. Are
4. Reading
5. Mopping
6. Listening
7. Drawing
8. Is
9. Ironing
10. Is doing

## **FIELD NOTE**

### **PRE TEST**

Saturday, November 11st, 2017

1. Gave pre test for the students
2. Most of the students still confuse
3. Most of the students were gotten the score below the target of the Minimum Mastery Criteria (MMC)

### **Cycle I**

Thursday, November 16<sup>th</sup>, 2017

1. The researcher gave the explanation about the material
2. Most of the students were noisy and did not pay attention the researcher explanation
3. Some of the students did not understand about the vocabularies that gave by the researcher
4. The researcher gave the meaning of the vocabulary about daily activities
5. The researcher asked students to read the vocabularies together after the researcher gave the example how to read the vocabularies
6. The researcher tried to make the students understand about the material

Saturday, November 18<sup>th</sup>, 2017

1. The researcher gave the post test 1 to the students

2. Some students completed the test that achieved the Minimum Mastery Criteria, but many students were not complete the score

## **Cycle II**

Thursday, November 23<sup>rd</sup>, 2017

1. The researcher gave the explanation about the material
2. Most of the students pay attention the researcher explanation
3. The students understood the way and the rule to follow the researcher instruction used word walls media
4. The class more silent than before meeting in the first treatment
5. Most of students drill and remember the vocabularies

Saturday, November 25<sup>th</sup>, 2017

1. The researcher gave the post test 2
2. The students were enjoyed doing the post test 2 because they seem understand about the material that researcher gave to them

## DOCUMENTATION

### 1. PRE-TEST (Saturday, November 11<sup>st</sup>, 2017)

The researcher explained the direction to do the test.



The students did the test.



2. **TREATMENT 1** (Thursday, November 16<sup>th</sup>, 2017)

The researcher put the Word Walls Media on white board.



The researcher asked the students to write the meaning of the vocabulary.



### 3. POST TEST 1 (Saturday, November 18<sup>th</sup>, 2017)

The students did the test seriously.



The students collected their task.



#### 4. TREATMENT 2 (Thursday, November 23<sup>rd</sup>, 2017)

The researcher guided the students to read the vocabulary and give the meaning



The students came in front of the class to write the meaning of the vocabulary.



**5. Post Test 2 (Saturday, November 25<sup>th</sup>, 2017)**

**The researcher divided the test sheet to the students.**



**The students did the test and the teacher controlled them.**





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website [www.metrouniv.ac.id](http://www.metrouniv.ac.id) e-mail [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : B-2537/In 28.1/J/TL.00/11/2017  
Lamp : -  
Hal : BIMBINGAN SKRIPSI

07 November 2017

Kepada Yth

1. Dr. Mahrus As'ad, M.Ag.
  2. Ahmad Subhan Roza, M.Pd.
- Dosen Pembimbing Skripsi  
Di -

Tempat

*Assalamu'alaikum Wr Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : TIA ANGGRAINI  
NPM : 13108567  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmuyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-2612/In.28/D.1/TL.01/11/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : TIA ANGGRAINI  
NPM : 13108567  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMP NEGERI 10 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF WORD WALLS MEDIA TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP NEGERI 10 METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 10 November 2017



Mengetahui,  
Pejabat Setempat



Wakil Dekan I,

Esti Fatonah MA  
19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2613/In.28/D.1/TL.00/11/2017  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
Kepala SMP NEGERI 10 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2612/In.28/D.1/TL.01/11/2017,  
tanggal 10 November 2017 atas nama saudara:

Nama : TIA ANGGRAINI  
NPM : 13108567  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 10 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF WORD WALLS MEDIA TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP NEGERI 10 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Metro, 10 November 2017  
Dekan I,

*Isti Fatonah MA*  
Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003



PEMERITAH KOTA METRO  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 10 METRO**



**Akreditasi A**

Jln. Wolter Monginsidi Hadimulyo Timur Metro Pusat Kota Metro

**SURAT IZIN RESEARCH**

Nomor: 189/I.12.3/SMP.10/I/2017

Berdasarkan surat dari Wakil Dekan I Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor: B-2613/In.28/D.1/TL.00/10/2017 tanggal 10 November 2017 tentang Ijin Research, kepala SMP Negeri 10 Metro:

Nama : Drs. Supardi  
NIP : 19640207 199512 1 003  
Pangkat/Golongan : Pembina/ IV.a

Memberi izin kepada:

Nama : TIA ANGGRAINI  
Nomer Register : 13108567  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul Skripsi : " THE USE OF WORD WALLS MEDIA TO IMPROVE STUDENTS' VOCABULARY MASTERY AT EIGHTH GRADE OF SMP N 10 METRO"

Untuk melakukan penelitian di SMP Negeri 10 Metro.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 11 November 2017  
Kepala Sekolah

  
**Drs. Supardi**  
NIP. 19640207 199512 1 003





PEMERITAH KOTA METRO  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 10 METRO**  
**Akreditasi A**



Jln. Wolter Monginsidi Hadimulyo Timur Metro Pusat Kota Metro

**SURAT KETERANGAN**

Nomor: 211/I.12.3/SMP.10/I/2017

Berdasarkan surat dari Wakil Dekan I Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor: B-2613/In.28/D.1/TL.00/10/2017 tanggal 10 November 2017 tentang Ijin Research, kepala SMP Negeri 10 Metro:

Nama : Drs. Supardi  
NIP : 19640207 199512 1 003  
Pangkat/Golongan : Pembina/ IV.a

Menerangkan bahwa:

Nama : TIA ANGGRAINI  
Nomer Register : 13108567  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul Skripsi : " THE USE OF WORD WALLS MEDIA TO IMPROVE STUDENTS' VOCABULARY MASTERY AT EIGHTH GRADE OF SMP N 10 METRO"

Telah melaksanakan penelitian pada tanggal 11 November 2017 sampai dengan 25 November 2017 di SMP Negeri 10 Metro.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 29 November 2017  
Kepala Sekolah

  
**Drs. Supardi**  
NIP. 19640207 199512 1 003

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : TIA ANGGRAINI

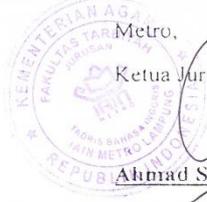
NPM : 13108567

Fakultas : Tarbiyah

Jurusan : TBI

Angkatan : 2013

Telah menyerahkan buku berjudul The Ideology of Religious Studies

Metro,  
Ketua Jurusan TBI  
  
Ahmad Subhan Roza, M.Pd  
NIP.197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id) [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1124/In.28/S/OT.01/11/2017**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : TIA ANGGRAINI  
NPM : 13108567  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13108567.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan sepenuhnya.

Metro, 07 November 2017  
Kepala Perpustakaan



Drs. Mokhtandi Sudin, M.Pd.  
NIP: 195808311981031001



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Tia Anggraini  
NPM : 13108567

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu / 20 Desember 2017	✓		- Revice Cover - Revice Background of study - Revice Chapter II	
2.	Jumat / 29 Desember 2017	✓		- Revice Abstract - Revice Chapter II	
3.	Jumat / 29 Desember 2017	✓		- Revice Chapter II - Revice Chapter V	
4.	Senin / 08 Januari 2018	✓		Revisi Skripsi: Ace dimungkasah	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing I

**Dr. Mahrus As'ad, M.Ag**  
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**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Tia Anggraini  
NPM : 13108567

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Semester/TA : IX /2017

No	Hari/ Tanggal	Pembimbing		Materi yang di Konsultasikan	TandaTangan mahasiswa
		I	II		
1.	Rabu / 13 Desember 2017			✓ - Revice Chapter II - Revice Chapter III	
2.	Jumat / 15 Desember 2017			✓ - Revice Abstract - Revice Chapter V	
3.	Rabu / 20 Desember 2017				

Mengetahui:  
Ketua Jurusan TBI

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Dosen Pembimbing II

**Ahmad Subhan Roza, M. Pd**

NIP. 19750610 200801 1 014

## CURRICULUM VITAE



The name of the writer is Tia Anggraini. She was born in Palembang, November 26<sup>th</sup>, 1994. She She is the fifth child of happy couple namely Mr. Sumadi and Mrs. Mursiyem.

The writer had studied at The Elementary School for 6 years (2001-2006) at SD N 8 Metro Pusat. Then she continued his studying in Junior High School for 3 years (2006-2009) in SMP N 4 Metro. After that she studied at SMA N 5 Metro for 3 years (2009-2012) and finished her studying in 2012. And the last she kept on his school at State Institute of Islamic Studies (IAIN) of Metro in Tarbiyah Faculty, English Education Department began in 2013 until now.