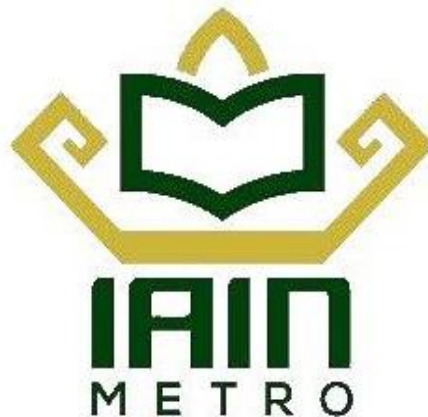**AN UNDERGRADUATE THESIS**

**THE EFFECTIVENESS
OF USING WORD WALL MEDIA
IN TEACHING VOCABULARY MASTERY
AT THE EIGHT GRADERS OF SMP IT BAITUN NUR PUNGGUR**

By:

**FINA AINUN NIKMAH
Student Number: 1701070095**

**FACULTY OF TEACHER TRAINING (FTIK)
ENGLISH EDUCATION DEPARTEMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H/ 2022 M**

AN UNDERGRADUATE THESIS

THE EFFECTIVENESS
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AT THE EIGHT GRADERS OF SMP IT BAITUN NUR PUNGGUR

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

By:

FINA AINUN NIKMAH
Student Number: 1701070095

Sponsor: Yeasy Agustina Sari,M.Pd

Tarbiyah and Teacher's Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2022 M

APPROVAL PAGE

Title	: THE EFFECTIVENESS OF USING WORD WALL MEDIA IN TEACHING VOCABULARY MASTERY AT THE EIGHT GRADERS OF SMP IT BAITUN NUR PUNGGUR
Name	: Fina Ainun Nikmah
Students Number	: 1701070095
Department	: English Education
Faculty	: Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

The Head of English Education Department

Andianto, M.Pd
NIP. 19871102 201503 1 004

Metro, December   , 2022
Sponsor

Yeasy Agustina Sari, M.Pd
NIDN. 2012089002

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NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the Munaqosyahof Fina Ainun Nikmah**

To:
The Honorable the Head ofTarbiyahDepartment
OfState Institute ForIslamic Studies of Metro

Assalamu'alaikum, Wr. Wb

     We have given guidance and enough improvement to undergraduate thesis script which is written by:

Name   : Fina Ainun Nikmah
Students Number   : 1701070095
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Education
Title   : THE EFFECTIVENESS OF USING WORD WALL MEDIA IN
                    TEACHING VOCABULARY MASTERY AT THE EIGHT GRADERS
                    OF SMP IT BAITUN NUR PUNGGUR

     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.

Wassalamu'alaikum Wr. Wb

The Head of English Education Department

Andianto, M.Pd
NIP. 1987 102 201503 1 004

Metro, December , 2022
Sponsor

Yeasy Agustina Sari, M.Pd
NIDN. 2012089002

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NOTA DINAS

Nomor   :

Lampiran   :

Perihal   : **Mohon Di Munaqosyahkan**
                 Fina Ainun Nikmah

Kepadayth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri(IAIN) Metro   .

AssalamualaikumWr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

Nama   : Fina Ainun Nikmah

NPM   : 1701070007

Judul Skripsi : THE EFFECTIVENESS OF USING WORD WALL MEDIA IN TEACHING VOCABULARY MASTERY AT THE EIGHT GRADERS OF SMP IT BAITUN NUR PUNGGUR

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Metro,   Desember, 2022
Dosen Pembimbing

Mengetahui
Ketua Prodi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Yeasy Agustina Sari, M.Pd
NIDN. 2012089002

RATIFICATION PAGE
No. B-0012/In.28.1/D/PP.00.9/01/2023

An Undergraduate thesis entitled: THE EFFECTIVENESS OF USING WORD WALL MEDIA IN TEACHING VOCABULARY MASTERY AT THE EIGHT GRADERS OF SMP IT BAITUN NUR PUNGGURWritten by: Fina Ainun Nikmah, Student Number 1701070095, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, December 28th, 2022 at 08:00 – 10:00 a.m

BOARD OF EXAMINERS:

Chairperson : Yeasy Agustina Sari, M.Pd. (...........................)

Examiner I : Andianto, M.Pd (...........................)

Examiner II : Ning Setio Wati, M.Pd (...........................)

Secretary : Rika Dartiara, M.Pd (...........................)
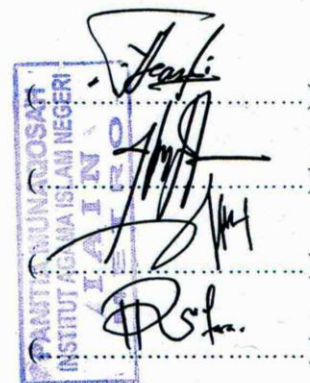
The Dean of Tarbiyah and Teacher Training Faculty
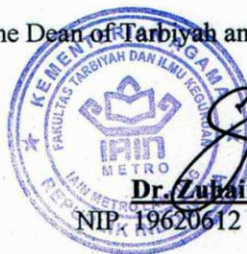
Dr. Zuhairi, M.Pd.
NIP. 19620612 198903 1 006

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THE EFFECTIVENESS
OF USING WORD WALL MEDIA
IN TEACHING VOCABULARY MASTERY
AT THE EIGHT GRADERS OF SMP IT BAITUN NUR PUNGGUR

ABSTRACT
By: Fina Ainun Nikmah

The word wall is a media that can be used to help students understand vocabulary easily. The purpose of this research is to find out whether the word wall media influences the vocabulary learning of the eight Graders of SMP IT Baitun Nur Punggur. The collect the data the researcher uses that test, observation, and documentation, to get student scores the researcher uses written test in the form of multiple choice and essay as well as practice vocabulary pronunciation.

In this study, the researcher used quantitative research. The aim was to find out whether using word wall media could affect students vocabulary skills. This study involved students by being given a pre-test, treatment, and post test. Researcher used the T-test formulation to analyze the data.

Finally, the data shows that T_observeb 23,078 is higher then old 1,6973(5%) and 2,457 (1%). This means that the word wall media can have a positive and significant influence on the ability to understand the vocabulary of class VIII students at SMP IT Baitun Nur Punggur

Keywords : Vocabulary, Vocabulary Mastery, Word Wall Media, Quantitativ Research

EFEKTIVITAS PENGGUNAAN MEDIA DINDING KATA DALAM PEMBELAJARAN PENGUASAAN KOSA KATA DI KELAS DELAPAN SMP IT BAITUN NUR PUNGGUR

ABSTRAK
Oleh: Fina Ainun Nikmah

Dinding kata merupakan salah satu media yang dapat digunakan untuk membantu siswa dalam memahami kosa kata dengan mudah. Tujuan dari penelitian ini adalah untuk mengetahui apakah Media Dinding Kata berpengaruh terhadap pembelajaran kosa kata siswa kelas delapan SMP IT Baitun Nur Punggur. Untuk mengumpulkan data peneliti menggunakan tes, observasi dan dokumentasi, untuk mendapatkan nilai siswa peneliti menggunakan tes tertulis dalam bentuk pilihan ganda dan essai juga praktek pelafalan kosa kata.

Dalam penelitian ini, peneliti menggunakan penelitian Kuantitatif. Hal ini bertujuan untuk mengetahui apakah dengan menggunakan Media Dinding Kata dapat mempengaruhi kemampuan pemahaman kosa kata siswa. Penelitian ini, melibatkan siswa dengan diberikan pre-test, treatment dan post-test. Peneliti menggunakan rumus T-test untuk menganalisa data.

Terakhir, data menunjukkan bahwa $T_{observeb}= 23,078$ lebih tinggi dari $T_{table} = 1,6973$ (5%), dan 2,4573 (1%). Artinya Media Dinding Kata dapat memberikan pengaruh yang positif dan signifikan terhadap kemampuan pemahaman kosa kata siswa kelas VIII SMP IT Baitun Nur Punggur.

Kata Kunci : Kosa kata, Pemahaman Kosa Kata, Media Dinding Kata, dan Penelitian Kuantitatif

STATEMENT OF RESEARCH ORIGINALITY

These undersigned:

Name	: Fina Ainun Nikmah
St. Number	: 1701070095
Department	: English Education Department
Faculty	: Tarbiyah and Teacher's Training

State that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts which are excepted from the bibliographies mentioned.

Metro,   Desember 2022
The Researcher

Fina Ainun Nikmah
NPM. 1701070095

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Fina Ainun Nikmah

Npm   : 1701070095

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

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

Metro,   Desember2022
Yang Membuat Pernyataan

Fina Ainun Nikmah
NPM. 1701070095

MOTTO

<div dir="rtl">

..... مَا شَآءَ ٱللَّهُ لَا قُوَّةَ إِلَّا بِٱللَّهِ إِن تَرَنِ أَنَا۠ أَقَلَّ مِنكَ مَالًا وَوَلَدًا .....

</div>

That which Allah willet (will come to pass)! There is no strength save in Allah!
Though thou sees me as less than thee in wealth and children,
(Q.S Al-Kahfi: 39)

"Intend to change your lineage (offspring) so that your fate will be good (life)."
K.H Masruri

DEDICATION PAGE

Praise to Allah SWT who has given me endless blessings, even tough I often made a mistakes, I hope Your forgiveness, Amiin.

To my dearest parents, Mr. Ruslan Effendi and Mrs. Samsiyah who calls me "Mbak", thank you for being born into the world and being my parents who always support me in any situation, Allah knows how much I Love You.

For "Murobbi Ruuhi" Romo Yai Masruri and Ibu Nyai Halimah, which always hop for the blessing and knowledge and I hope I will be admitted as your protege.

Especially my Sponsor, Miss Yeassy Agustina Sari,M.Pd thank you for all the knowledge, patience, and time for guiding me.

For my little brother, Ahmad Faiz Muntaha, may Allah always give you blessing on your live, I love you even tought I often nosy and nagging you for small things.

To my beloved friend "Jobi Squad" and Boarding School Baitun Nur Punggur thanks for holding my hand, giving support care and love. How lucky I am to have you, may Allah always ease all your affairs.

My almamater IAIN Metro, I got many value able experinces during this study.

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Furthermore, this research could not be successful without support, guidance, advice, help, and encouragement. Regarding to the undergraduate thesis, the researcher offers big thanks for:

1. Dr.Hj. Siti Nurjanah, M.Ag.,PIA., as the Principal of State Islamic Institute of Metro
2. Dr.Zuhairi, M.Pd., as the Dean of Tarbiyah and Teacher LearningFaculty
3. Andianto, M.Pd the Head of English Education Study Program,
4. Yeasy Agustina Sari,M.Pd as sponsor who has given sponsor to finishing this undergraduate thesis.
5. The lectures or my friends whom the writer could not tell one by one especially those who have helped to finish this undergraduate thesis.

The researcher does apologize for all mistakes she has made writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro,   Desember 2022
The Researcher

Fina Ainun Nikmah
St. Number. 1701070095

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia English has been determined as the foreign language as stated in the 1994 national curriculum. The proof, it can be known of the education in Indonesia that English is learned by the students as one of subjects at school from Elementary school up to University. In order to enable students to communicate well in English, they must be able to speak very well. They are also required to read and write well in English. To achieve these aims, students must master a large number of vocabularies. So, they will be able to conceive what they have heard and read.

Vocabulary plays in important role in language learning and teaching. We could not learn a language without vocabulary because vocabulary is one of the language elements that have direct contribution on the mastery of the language skills; listening, reading, writing, and speaking. According to Jack and Willy. vocabulary is one prominent part of language learning that will become a students can speak, listen, read, and written well.[1] Therefore, the students who have good vocabulary will be easier to master the language skills well. On the other hand , the students who are less in vocabulary will be difficult to understand the text, speak English, and write their own idea. Clearly, vocabulary needed to express meaning and conveying thoughts

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[1] J.C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice,* (Cambridge: Cambridge University Press, 2002, p. 255

through both receptive and productive skills in order to master the language skills.

Teaching vocabulary is a crucial aspect in learning a language as language are based on words. It is almost impossible to learn a language without words, even communication between human beings is based on words. Vocabulary is a central factor in teaching a language. Teaching vocabulary considered as one of the most discussed parts of teaching English as a foreign language.

There are many media of language teaching that can be used for teaching vocabulary such as: puzzle, stick figure, card game, pictures, etc. One type of the media is word wall. Word wall is collection of words which are displayed in large visible letters on a wall and bulletin board.

As Erin Said" interactive word wall showcase well-selected words, they help teachers build a foundation for students content vocabulary mastery. The also support word-learning strategies by highlighting root words, suffixes, previxes, and their meanings. The helps students decode meaning meaning in text. Additionally, when students use the word walls they become more conscious of words and definitions. This support content, it also helps student become aware of vocabulary in the world around them."[2]

In reference to the explanation above the word wall is very influential in supporting the understanding of teachers and students in the learning process.

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[2] *Errin L.H. "Interactive Word Walls and Student Perception of Vocabulary." Thesis in Texas State University, San Marcos,p.2.*

Word Wall is a wall dedicated to display high frequency words, the important for your students to know and use. In classrooms, these are words that children are learning to reads and write. In upper grade these can be words related to concepts and topics that students are learning. Besides that, the main purpose of a word wall is to help students build sight word recognize them at glance. In addition, word wall are also a visual that help students remember connections between words, retain knowledge of the word, and ultimately read them with automaticity.

Furthermore, word wall is influential to master of the English Vocabulary proficiency of students. Where word wall media is designed to enhance learning and group activities can also involve the students in the creation and activity of its use. By using the word wall it is expected that the students will increase their English Vocabulary without depend on the use of a dictionary or meaning of the word given by the teacher.

The research had been conducted pre-survey at the Eight Graders of SMP IT Baitun Nur Punggur. There were many students were lack of vocabulary. It showed by the low result that they got based on the Minimum Mastery Criteria (MMC) of 70.

In the pre-survey, the researcher conducted analysis in the class to obtain data on how attractive the students in the learning process using word wall, the class used for the pre-survey was the eight grades. The researcher conducted an interview on January 3, 2022 with an Eight Graders English teacher name Khafit Royani,S.Pd.,Gr. English subjects not only make students

feel bored, but also become a frightening spectre for them. Therefore, if a teacher use other strategy in the learning process such as of using word wall media they will find out easier to learn vocabulary in a more comfortable atmosphere. In addition to getting new vocabulary they also learn to understand the meaning of the vocabulary based on it use.

The purpose of the results of this study is to determine an interesting media and in accordance with the material presented. Therefore, word wall were chosen as a media in vocabulary learning for students to make reading, writing, listening and speaking. Researchers found vocabulary mastery problems in learning when conducting research in the classroom (can be seen in the table below), especially students who have poor vocabulary mastery in learning.

The table below was the result of the pre-survey of the students English vocabulary at the Eight grades of SMP IT Baitun Nur Punggur.

Table 1.1
Pre Survey Result of Vocabulary Test at the Eight Grade

No	Grade	Explanation	Frequencies
1.	>70	Failed	1
2.	<70	Passed	29
Total			30

Source: English vocabulary mastery test/examination at the eight graders of SMP IT Baitun Nur Punggur

Based on the table above, the total students which in incomplete category was higher than the complete category. From the research that has been done, there are only 20 students who have fulfilled the Minimum completeness criteria (MCC) and there are some children who have not fulfilled the Minimum completeness criteria (MCC). The researcher

conducted research on the 30 remaining and used Minimum completeness criteria (MCC), namely 70. Based on these data the researchers conducted a study entitled the effectiveness of using word wall media in teaching vocabulary mastery at the eight grades of SMP IT Baitun Nur Punggur. In this study, the researcher chose the title and in class VIII SMP IT Baitun Nur Punggur, because researcher wanted to know the extent on the development the eight graders students at SMP IT Baitun Nur Punggur in learning vocabulary mastery.

B. Problem Identification

Referring to the explanation above, the problems can be identified, as follows:

1. The students have lack of vocabulary and pronunciation.

2. The students have difficulties to understand the meaning of words.

3. The students have low ability in remembering the new vocabulary.

C. Problem Limitation

From the problems of identification above, the researcher limits the problem focus on the students have lack of vocabulary and pronunciation at the eight graders of SMP IT Baitun Nur Punggur in Academic Year 2021/2022.

D. Problem Formulation

Based on the background of the study and problem identification above the researcher formulates the problem in this research is "Is there any positive

and significant effect of using word wall media in teaching vocabulary mastery at the eight graders of SMP IT Baitun Nur Punggur?"

E. Objective of the Study

In appropriate with the problem formulation the objective of this research to find out whether there is any positive and significant of using word wall media in teaching vocabulary mastery at he eight graders of SMP IT Baitun Nur Punggur.

F. Benefit of the Study

Generally, it is expected that the out came of this study will be helpful in making students more interested in improving vocabulary mastery and providing other ways to learn vocabulary more fun than before, the following benefits:

1. For the English teacher

    The result of this research is the teacher's contribution to create fun learning environment in the class on the order to use word wall media to improve vocabulary, self-confidence and student activity in the English learning process, especially in the performance of vocabulary mastery, especially students at SMP IT Baitun Nur Punggur.

2. For the headmaster

    The result of this research is the considering in learning process in the school and the headmaster can convey to the teacher that they should know students problem in order to reach learning process effectively.

3. For the student

    To create study group activities that can involve students make and use them, students can understand English vocabulary without having to relay on a dictionary or the meaning of words give by the teacher.

G. Prior Research

The researcher got inspired to make a research script which title is The Effectiveness of Using Word Wall Media in Teaching Vocabulary Mastery at the Eight Grades of SMP IT Baitun Nur Punggur.

The first previous research according by Fatimah. The study is using wall magazine to improve students writing skill of the second-year students of MAN 1. Wall magazine is closely related to something that is liked by students and usually something nice and easy to be memorized. The researcher shows that using wall magazine is significant to improve students writing skills. The researcher uses pre-survey test and post-test to collect the data. The result of data shows that the score pre-test is 69 and post-test is 76. It means that using word wall magazine is effective for students. I think that wall magazine and word wall media is same. Because it uses wall as media, then create some words, and patch it on the wall.[3]

The second previous study by Indrayana . The study is about word wall game to teach writing skill of the eighth grade students. The results of the study showed there are a significant by using word wall as a media in students

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[3]Fatimah. The Use of Wall Magazine to Improve Students Writing Skill of The Second Year Students of MAN 1 Tengaran.

writing skill. The researcher uses two cycles. It conducted which each cycle consisted of two sessions and the end of last session in each cycle, there was a post-test administered and questionnaire was administered as additional data. The researcher gave the subjects initial reflection in which the researcher did observation and administered pre-test. The mean score of the pre-test which was followed by 38 subjects was 49,47. The mean score of the post-test is 66,15. In cycle II, the mean score significantly improved that was 78,97. Besides, the established mean score for each cycle increased from pre-test and mean score of cycle I to cycle II. To sum up, the resulted mean score increased significantly. In addition, the result of the analysis of questionnaire scores was clearly shown on the comparative percentages which were for items A was 60 %, B was 35%, C was 5%, and D was 0%. These finding were significantly proved that the responses of the subjects under study quite positively.

From the data, word wall technique will be effective improve students writing skill.[4] The third previous study by Rahmat entitled The Effectiveness of Using Word Wall in Teaching Simple Present Tense at The First Year Students of Junior High School 1 Parigi. The researcher uses qualitative experimental design. The population is eight-grade students of Junior High School 1 Parigi in academic Year 2014/2015. There are 48 students. The sample of the research was selected by using total sampling technique. They were divided in two classes. The researcher collects the data with use pre-test

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[4]Indriyana.I.D.G.A.*The Use of Word Wall Game to Teach Writing Skill of The Eight Grade Students of SMPN 2 Blahbatuh*.

and post-test. After the treatment, the students' achievement from the pre-test to the post-test has improved highly. It can be seen that, the improvement of their score from the pre-test till the post-test. The mean score of the pre-test for the controlled class is 42,50, but it has increased to 68,95 at the post-test. The mean score of the pre-test for the experimental class in 48,33, but it has increased to 80,20 at the post-test. It means that the experimental class is better than the controlled class. Word wall technique has some advantages for the learning process, such as colourful design of the word wall technique which could activate the student's thinking process and students will not be bored and passive in class because they will interest in the word wall technique.[5]

Next previous is according Decy Anggraini. Improving Students' vocabulary achievement through word wall strategy. This study was conducted by using classroom action research. The subject of the research was VII-5 class SMP Negri 1 Pagar Merbau which consisted of 25 students. The research was conducted in two cycles and each cycles consisted of three meetings. The result showed that the improvement of the students' scores from the first test in orientation test to the third test in cycle II test. In the first in orientation test, the mean was 48.48, in the second test in cycle I test, the mean was 63.68 and the third test in cycle II, it was improved to be 79.04. Based on the diary notes, observation sheet and questionnaire, it was found that the teaching learning activities ran well. Students were active and

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[5]RahmatSyam. *The Effectiveness of using Word Wall in teaching Simple Present Tense at The First Year Students of Junior High School 1 Parigi.*

enthusiastic during the teaching learning process in the second cycle than the first one. The result of the research showed that the use of word walls strategy significantly improved students' vocabulary.6

Vocabulary is still considered trivial by student, even though vocabulary is very important it should even be a basic reference for student. In addition, pronunciation is also closely related to vocabulary, there are still many students who do not know how to read it as well as the pronunciation. Because, in English the writing does not match the pronunciation.

From some of the research explanations above, it can be concluded that word wall is a media that is in great demand and favorite by students. Because, apart from being easy to remember, word wall are also easy to apply. In addition, word wall carry a significant influence on students.

So, the writer tries to conduct the research about the effectiveness of using word wall media in teaching vocabulary mastery. The researcher media the object, namely vocabulary. Because, the researcher realized that in the ability of reading, writing, speaking and listening, vocabulary is the most important part that need attention.

The interesting thing about this media can be applied using various variations of delivery, student feel impressed and happy during the learning process and it also easy for students to remember.

The novelty are using interactive learning media such as Word Wall. Word wall media are not only made manually but can also be applied using

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[6] Decy Anggraini, *Improving Students' Vocabulary Achievement Through Word Wall Strategy*, Medan, Januari2013,P.1

applications that make it easier for students. So, with this made used is not boring and does not make it difficult for students and teachers.

CHAPTER II

THEORITICAL RIVIEW

A. Vocabulary

1. The Definition of Vocabulary

In learning a new language, vocabulary is one of the crucial language components that language learners have to master. Every language learner could not master a language they learn without learning about vocabulary. Language learners need a great range of vocabulary to be able to understand a text written in English. Comprehend the message and also speak and written in English. This explains the importance of vocabulary in language learning that will help language learners in building their skills.

Vocabulary, broadly defined, is knowledge about words and words meanings.[1] Moreover, Susan Hanson say that vocabulary refers to words we use to communicate in oral and print language. There are two types of vocabulary, namely receptive and productive vocabulary. Receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking.[2] While, Visnja states that vocabulary could also be defined as a 'dictionary" or a set of words.[3]

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[1] Taffi E. Raphael, *Vocabulary Teaching and Learning* , (Chicago: Program Research Base, 2006), p.2.

[2] Susan Hanson, Jennifer F.M, *Teaching Vocabulary Explicitly*, (Hawai'i: Pacific Resources for Education and Learning, 2011), p. 5.

[3] Visnja Pacivic Tacac, *Vocabulary Learning Strategies and Foreign Language Acquisation*, (UK: Multilingual Matters Ltd, 2008), p.4.

From the mentioned above definitions, it can be concluded that vocabulary is the most important part of language, because vocabulary is a basic step in learning English. Vocabulary can also communication, the more vocabulary we have, is easy for us to understand what other people are speak., as well as a means of communicate both verbally and writing. The more vocabulary we are familiar with or hear often, the faster we will remember it. Without an adequate vocabulary we cannot understand reading and even produce writing.

2. Kind of Vocabulary

According to Field, vocabulary was classified into two categories, they are receptive and productive vocabulary. Receptive or passive vocabulary is a set of word that the students understand and recognize when they occur in a context but they cannot be used in speaking or writing. The students have a general sense of a word's meaning but they are not sure its meaning. On the other hand, productive or active vocabulary is the vocabulary that the student's understand and recognize, can pronounce correctly, and use in speaking and writing. From the explanation, it can be concluded that students have a lot of vocabulary but don't understand the structure of their use, because not all understood vocabulary can be used in the context of speaking or writing.

Hatch and Brown said that, the vocabulary is divided into three, including:

a. **Receptive vocabulary** is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but done see it in speaking and writing.

b. **Productive vocabulary** is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time[4].

c. **Expressive vocabulary** refers to the words wires lease when they speak or write, and it called active vocabulary ease this expressive vocabulary ability, the learners should try emplaning and writing.[5]

From the explanation above, we can know that each expression in each books is different in classifying the types of vocabulary, because everyone has a different concept of expressing their opinion based on their ideas. We can emphasize vocabulary that can be used by students so that they are appropriate in speaking or writing using language that is easy to understand in the context of reading and listening. Although, the vocabulary used is different. It is basically the same, only the different sides and aspects.

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[4]Mofareh, Alqahtani, *The Importance of Vocabulary in Language Learning and How to be Taught, International Journal of Teaching and Education*, Vol.III, No. 3
[5] Scoot Thornberry, How to Teach Vocabulary (London: Longman, 2002), p.15

3. Vocabulary Mastery

Vocabulary mastery plays an important role in learning a language. There are some definitions of mastery that are proposed by experts. Suwannee defines mastery as worthy of a master skill, use, or knowledge. This definition supported by Hornsby who defines mastery as great knowledge about or understanding of a detail knowledge. From these definitions it comes to the conclusion that mastery means the competency to understand and apply something learned. Then it can be said that vocabulary mastery is competency to learn or understand a number of words learned.[6]

Vocabulary mastery is always being an essential part of English. Jeremy said that in real life we can cancel out the grammatical structures because it does not have any potential for expressing meaning unless words are used.[7] Without having proportional English vocabulary, students will get some difficulties in using English.

Vocabulary mastery can be measured by the requirements being able the define words and selecting an appropriate use of it.Cronbach in schmitt and Mc Charty states "vocabulary at the time focused only on the first two: generalization and application. "In addition, Schmitt and McCarty state the knowledge that is able to receive and produce something may demonstrate the only realistic way the measure depth of vocabulary

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[6]Hornby, A.S. *Oxford Advanced Learner's Dictionary of Current English*. (London: Oxford University Press, 1984), p. 777.

[7] Jeremy Harmer, *The Practice of English Language Teaching*. (UK: Longman, 1991), p.153

knowledge.[8] Receptive knowledge is words that the learners recognize and understand when they occur in a context. While productive knowledge relates to words which the learners understand, able to pronounce correctly and use constructively in speaking and writing.

4. Teaching and Learning Vocabulary

Teaching and learning vocabulary were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching.[9] In the past, vocabulary learning received incidental attention in many textbook and language programs because there was no specific curriculum which was given to the role of vocabulary. However, the status of vocabulary has been considerably enhanced.[10] Vocabulary learning now has changed to be more important because vocabulary is the basic material to master four language skills. Without understanding the new words, the students will get the difficulties in learning English language.

Regarding the importance of vocabulary, there are many ways that can be used in learning vocabulary. According to Stahl, students probably have to see a word more than once to place it firmly in their long-term memories. "This does not mean more repetition or drill of the word", but

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[8] Schmitt, Norbert &McCarty, Michael, Vocabulary: Description Acquisition and Pedagogy. (Cambridge: Cambridge University Press, 2000) p.326.

[9] Jack C. Richard and Willy A. Renandya, Methodology in Language Teaching, (New York: Cambridge University Press, 2002), p.255.

[10] David Noonan, Language Teaching Methodology: A textbook for teachers. (Sydney: Prentice Hall, 1991), p.117.

seeing the word in different and multiple contexts.[11] In other words, it is important that vocabulary instruction provide students with opportunities to encounter words repeatedly and in more than one context.

In Fauziati's book " Teaching of English as a Foreign Language", she presents some sample activities in the classroom to promote vocabulary learning and to support language skill development such as: semantic network, memorization, context and the word wall approach.[12]

B. Word Wall Media

1. Definition of Word Wall

Jeanne Shay Scum states that a word wall is an effective media to provide additional study time for words and word pattern.[13]

Moreover, Julie Jacksons and Rose Narvaez has argued that word walls are teacher generated, unorganized lists of word that are posted on classroom walls.[14] It means using of word walls in the classroom can help student because the word walls not just decor for the classroom but as a media to help them from the difficulties of the lesson.

A word wall is posted list of words used for student's reference. Stephanie stated that word wall is bulletin board display of key vocabulary or concept words. Seeing words on the wall helps the students become

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[11] Stahl, S.*Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction*), 2005. In E.H. Hiebert and M.L. Camel (eds), *Teaching and Learning vocabulary: Bringing research to practice*. (Mahwah,NJ: Erlabaum., 2005).

[12] Fauziati, Endang ..*Teaching of English as a Foreign Language*. (Surakarta: Muhammadiyah University Press, 2005), p.159-165

[13] Robert M. Gagne, *Principals of Instructional Design, Fourth Edition*, (USA: Harcourt Brace ColledgePublisher , 1992, p. 211-216

[14] Jeanne Shay Scum, Reading Assement and Instruction for All Learner, (New York: The Guilford Press, 2006), p. 171.

exited about words and understand that the words are important and can be used over and over. From the explanation above, it could be understood that word wall is designed to be a tool for students or other to use, not just a display, and contains a list of words that can be used by individuals or as a media for cooperative learning and can be used to learn vocabulary.

2. How to use Word Wall

A word wall has many uses because it is not only a display but it is also a media to promote group learning. A various kinds of activities are used as a games that can help students strengthen the vocabulary that appears in the wall in various ways. Joanne and Pamela had listed the word wall activities that had been used in their study:

a. Be the Teacher

   Students make up a quiz to their partner through a spelling test.

b. Guess That Word

   Students give indirect indication to what word they are thinking of by describing to formation of the word

c. Let's Be Creative

   Students write a story to describe or explain something using as many word wall words as possible

d. Letters in My First Name

   Students write their name vertically and then match two word wall words to each letter in their name.

e. Letter in Words

Students pick ten word wall words and then find two or more words that have the same letter as the original word

f. Rainbow Writing

Students write the words from the word wall by using different crayons to make the students more focus on the configuration of the word while they are writing

g. Shape of Words

Students focus on letter formation (tall, small, and dropped letters) in the word walls and they write the words that are tall, small, and dropped

h. Word Wall Toss

Students passes a beach ball to another student and asks him or her to say and spell a word that is currently on the word wall

i. Words in ABC Order

Students take ten words and match them in the correct alphabetic order. [15]

In teaching vocabulary by using word wall media in teaching vocabulary mastery, Jerry also said that there are some ways that should be used:

a. First, the teacher should put the words where every student can see them. The words should be written in large black letters using a variety

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[15]Joanne jasmine, Ed.D.and Pamela Schiesl. The Effects of Word Walls and Word Walls Activities on the Reading Fluency of First Grade Students. Reading Horizons V. 49.4 2009, p.301

of background colors to differentiate easily the words that makes confused.

b. Teacher and students should work together to determine which words that should be put on the word wall. Try to include words that children use most commonly in their writing. Words should be added gradually: then, use content-area material from the curriculum rather than randomly selected words.

c. Then teacher provide enough practice so that words are read and spelled automatically in the children's daily writing.

d. Word walls should be referred to often so student come to understand and see their relevance.

3. **Teaching Vocabulary Using Word Wall**

In addition, wrights notes that, why are word wall media used as a game in English learning? It is because Word Wall Media as a game can also help the teacher create contexts in which the language is useful and meaningful, if the word wall that the teacher plays are very suitable for them, and the teacher does not feel bored in giving to interesting materials, therefore the word wall game should be suitable with the language levels of the students. [16]

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[16] Wright, Andrew, Games on Language Learning, (London : Cambridge University Press, 1984), p. 1-3

Here, the writer uses word wall media as a game in teaching and learning vocabulary such as : matching word, word association and missing letter.[17] Some examples of the Word Wall Game:

a. Matching Word

Match the characteristics of the adjectives with their meaning

b. Word Association

Word association is nearly the same with the synonym and antonym, especially when we talk about general topic. The step will help the students to understand about the difference between words with the same meaning.

Example :

1) The teacher makes some words in the word wall.

2) The teacher asks them the similar or opposite word fort those words.

3) The teacher tells them to come forward and rearrange on the word wall. The example : Died : Slain

Long >< Short

c. Missing letter

Complete some the sentence using word walls game

Example : I like to make him angry. I am annoyed with him

a. Annoyed   b. Hate   c. Amazed

The procedures:

1) The teacher asks the students to make groups

2) The teacher gives uncompleted text/exercise

3) The teacher gives some shuffle words on the wall

4) The students answer with arrange the scramble letter

5) The students make sentences using word provided on the wall.

4. The Advantages and Disadvantages of Word Wall

a. The advantages of word wall

By using this activity, the students will get many advantages. According to Jennifer Cranberry, the advantages of word wall are:

1) Provide an approach to meaningful teaching of vocabulary with an emphasis on student engagement and higher level thinking skills.

2) Build vocabulary, thereby improving reading comprehension and writing style.

3) Reinforce understanding of subject-specific terminology with a focus on students internalizing key concepts.

4) Help students improve spelling and awareness of spelling patterns.

5) Provide visual cues for students.

6) Encourage student independence when reading and writing.[18]

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[18] Jennifer Cranberry, Word Wall: A support for Literacy in Secondary School Classrooms, Unpublished . 2004.p.1.

b.   The disadvantages of word wall

There is very limited number of literature talking about the disadvantages of word wall strategy. The only source that i have is from Dewi Nurhamida that said "learning use word wall method will require a long time and needs a lot of equipment and colors. Imagination and creativity needed to produce good word wall".[19]

C. Theoretical Framework

They are two variables in this research. They are independent variables (X) and dependent variable (Y). The independent variable (X) is Word Wall media and dependent variable (Y) is English teaching vocabulary. Language is a communication system used by people from countries or regions. English is the second language in Indonesia, so English is a foreign language studied in Indonesia. Because English is very important or the second language in Indonesia, Indonesians can learn English to communicate with other people. Teaching English as a second foreign language in Indonesia is certainly not easy to teach Indonesian as our mother tongue. Teachers must teach their students from introductions, how to spell, and translate in Indonesian. This reason every level of education provides English lessons to students.

This is the reason why every level of education provide English lessons to its students. Games are one of the technique for teaching children. However, the practice of vocabulary learning had shown some problems :

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[19] Dewi Nurhamida, Improving Students' Vocabulary Mastery through Word Wall. Skripsi at English Department of Education Faculty State Islamic Studies Institute(STAIN) Salatiga. 2012. Unpublished.

most students have low motivation in learning English, most students have difficulty in remembering new words, and most students need variation technique and methods in learning English. Therefore, based on the problems mentioned above, it suggested that there should be some efforts to make vocabulary learning become more interesting and to help the students develop their vocabulary. According to same linguists, word wall is a word which is displayed on the wall that can be used as a tool for learning. It is also one of strategies that will help students develop their vocabularies and enhance words and retention. Based on the explanation above, the writer thought that word wall can be one of effective strategies used to build students' vocabulary mastery.

D. Theoretical Hypothesis

The hypothesis of this research:

1. Alternative hypothesis (Ha) : there is a positive and significant the effect of "using word wall in teaching vocabulary mastery at the eight graders of the SMP IT Baitun Nur Punggur in the Academic Year of 2021/2022".

2. Null hypothesis (Ho): there is no positive and significant the effect of "using word wall in teaching vocabulary at the eight graders of the SMP IT Baitun Nur Punggur in the Academic Year of 2021/2022".

CHAPTER III

RESEARCH METHOD

A. Research Design

Researchers conducted this research with quantitative methods. Researchers apply a study using a sample. The study was conducted to determine the effectiveness of using word wall media in teaching vocabulary. Arikunto said that quantitative research is research that collects a lot of data, from collecting data, interpreting data, to presenting data. This research was conducted at SMP IT Baitun Nur Punggur. In this study, researchers was investigated eight class students we have 2 classes consisting of 20 and 30 students/ class.

This research is focused on two variables, the independent variable (X) is Word Wall Media and depend variable (Y) is English teaching vocabulary. The independent variable is a type of explanatory variable that can be presumed to be the cause of the variation of other explanatory variable. [1]

While the dependent variable is the explanatory variable which is thought to be influenced by the independent variable. In short, the independent variable is a variable that has an influence on the dependent variable.

The use of pre-test and pos-test can provide improvement or not in learning English for students. From this study, researchers can compare the use of word wall in learning using post-test and pre-test. It can be said that if

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[1] John Bacon-Shone, *Introduction to Quantitative Research Methods*, (Hong Kong: University of Hong Kong, 2015), p.24.

using the pos-test, students' score are better than using the pre-test, which means that use of word wall can improve the vocabulary mastery of junior high school students in learning. The explanation of the experimental research design is as follows:

Table 3.1
Effectiveness of Using Word Wall to Teaching Vocabulary Mastery

X	Y
Pre-test Independent Variable	Post-test Dependent Variable

Source :*The Schematic of the Experimental Design*

The study were to determine the effectiveness of the use of word wall media in English learning outcomes, especially at the eight graders of SMP IT Baitun Nur Punggur Academic Years 2021/2022.

B. Population, Sample, and Sampling Technique

1. Population

Population is all the things that was used for research, such as items or all people used for research.[2] The population is all members of the research subject who have similar characteristics. The number of members of the population is very large to infinity and can also be "relative" not many, can be identified entirely and can only be partially recognize. In this study what is meant by the population is the entire subject of the study, namely students of SMP IT Baitun Nur Punggur eight graders totalling 100 students.

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[2] Samar Rah," Research Design and Methods, "*A Systematic Review of research paradigms, Sampling Issues and Instruments Development"*: International Journal of Economics &Management Sciences, vol 6

2. **Sample**

   Sample is the select a portion of the population to be measured in the research.[3] The population is large and does not allow the researcher to determine the sample in that population, for example due to lack of funds to conduct research using large population, there is also the researcher's energy and time to conduct research, so the researcher can use a sample that has been taken from a large number of people to conduct research. In order for the results of the study to be generalizable to the population, the samples taken must be representative. That is, the sample must reflect and be representative of the state of the population.

   Sample is a subset of the population. There were 2 classes as the sample. There were 30 students of VIII A class as sample of experimental that given word wall media as of teaching vocabulary to understand to improve vocabulary mastery. Mean while, 20 students of VIII C class as sample of control class students got another medium used.

3. **Sampling Technique**

   The sampling technique is influenced by the needs and objectives of the study. To find out the sample that was used in this research, the researcher used the sampling technique for this research. This research used a simple method, sampling using several members of the population by dividing into an experimental class and control class.

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[3]*Ibid*

In this research the researcher was used purposive sampling. According to Sugiyono, purposive sampling is a technique for determining research samples with certain considerations aimed at making the data obtained more representative.[4] Purposive sampling is a non-probability sampling technique that is carried out by taking only certain samples that have certain characteristic or properties in accordance with the objectives of the study by not taking random samples.

The implementation stage starts with determining the purpose of the research, then making a list of criteria to get the appropriate research sample. And then select the population list that fits the purpose of the study and make sure it has objects and subjects that meet the criteria. Next create clear rules on the minimum and maximum list of samples. And the last conduct research on the selected according to the criteria made previously.

C. The Operational Definition of Variables

There are two variables in this research, while the operational of variables as follows:

1. Independent Variable

Independent variables are those that (probably) cause, influence, or affects the outcome. They are also called treatment, manipulation,

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[4] *Sugiyono, Metode Penelitian Pendekatan Kuantitatif, Kualitatif dan R&D (Bandung:Alfabeta 2011), p.237.*

antecedent, or predictor variables.[5] This study uses word wall media in teaching vocabulary. Word wall media is a vocabulary learning technique that uses paper or card board media and the like then pasted on the classroom wall. This game is very simple because the teacher and students only need to prepare the media to be pasted on the wall. There are several indicators that show that students can master the objectives of this game as follows:

a. Students can understand vocabulary easily, by learning while playing which will make students not bored.

b. Students can arrange vocabulary using word wall media.

c. Students can speak using English vocabulary and can know the meaning of what is spoken.

2. Dependent Variable

Dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables. Other names for dependent variables are criterion, outcome, effect, and response variables. [6] The dependent variable of this study is teaching English vocabulary mastery. This means that teaching English vocabulary is a skill to improve other skills, because in speaking, writing, listening and reading we need good vocabulary mastery.

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[5] John. W Creswell, *Research Design Qualitative Quantitative and Mix Methods Approaches* (America: United States printed, 2014,204.
[6] *Ibid*

D. Data Collection Method

1. Test

Researcher will use a vocabulary test as an instrument to collect data. The test material is will be taken from the subject matter taught to students. Therefore, this study uses the test method in data collection to measure these two variables. In the data collection using test multiple choice. The students will answer multiple choice questions about the vocabulary that has been obtain from learning using the word wall. Furthermore, the researcher will use a test to collect data consisting of pre-test and post -test as a data collection method to measure the results of mastery of English vocabulary. Researcher measured teaching through with pre-test and post-test.:

a. A pre-test is will be given to students at the first meeting to know students abilities in advance before using word wall media in their vocabulary mastery. The type of pre-test is multiple choice and essay total number of test 20 item. The item answer based on the material that will taught in the class.

b. A post-test is will be given at last meeting after treatment to find out if the statement give whatever contribution to vocabulary mastery is then experimental class is higher than the previous class or is there a positive and significant difference between the experimental class and the previous class score. This step will be done after treatment to know

the effectiveness of using word wall media in teaching vocabulary mastery at the eight grades of SMP IT Baitun Nur Punggur.

2. Documentation

Documentation is the method get the data and information about the research.[7] Researcher use the documentation method in this study collect data. In quantitative research, documents can be a valuable source of information. Documentation is note , can be shaped writing such as diaries, biographies, regulations, and policies., documents in the form of picture such as photographs, vivid images, sketch, and etc. In the research, researchers will collect documents. In this study, researcher use data from school documentation such as the number of students, teachers, schooll history and school conditions at SMP IT Baitun Nur Punggur.

3. Observation

Observation is a systematic method of data collection that relies on a researcher's ability to gather data through his or her senses. Observation also definise as technique collecting data it done with doing observation with detail note systematic.

In addition, observation involves more than simply studying the world around us in the light of science to get inspiration for research. This strategy was hoped to get information about the process of studying, the services there and the others. In this research, the researcher used the non-

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[7] Sugiyono, *Metode penelitian Pendekatan Kuantitatif, Kualitatif dan R&D (Bandung: Alfabeta 2011)*, 237.

participant observation because the researcher only observeb it and noted it. The writer observeb the location of the research, the condition of the students directly to get the data. The researcher used to observation sheet to note information in that observation.

E. Research Instrument

1. Instrument Blueprint

To obtain data that are interrelated with the research problem, the researcher used a written test instrument in this study.

Table 3.2
Instrument Blueprint

Variable	Indicator	Item	From
Independent Variable (X)Word Wall Media	Students will be enthusiastic in memorize vocabulary in the learning and teaching process.	1-10	Multiple choice
	2. Students will also find it easier to know the meaning of vocabulary that they don't know. 3. The teacher to what extent the level of vocabulary before and after using the word wall media. 4. Students can learn and play		

Variable	Indicator	Item	From
	while memorizing using word wall media.		
Dependent Variable (Y) Teaching Vocabulary	1. Guessing the meaning of word and sentence. 2. Translate word and sentence. 3. Complete the sentence.		

2. Instrument Calibration

The instrument used in the vocabulary test will be a test is given before the study to identify the extent of the students vocabulary mastery. Post-test are given after conducting research. To identify improvements students' level of vocabulary mastery. Researcher uses a multiple choice test instrument technique concept consisting of four options for cache answers. (A,B,C and D) and translate Indonesian into English and feeling the blank. Materials that will be tested earlier is vocabulary. The author uses 20 items for pre-test and 20 items for the post-test.

F. Data Analysis Technique

This study researchers used a simple statistical formula to compare the results pre-test and post-test of students who conducted the survey. The data will be analysed using the t-test formula to determine the significant effect and

treatment and use the Chi-Square to be able to find out positive and significant

things after doing the research. The formula illustrated as follows[8]:

$$t = \frac{D}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D^2)}{N}}{N(N-1)}}}$$

Where:

T : t value for correlation sample

D : Different between pre-test and post-test

D : The average from difference score

D^2 : Square of D

N : Total of participant

To determine the effect size of the probability function, first calculate it

ratio t

$$t = \Delta\sqrt{N}$$

T : t value for correlation sample

N : Total of participant

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[8] Donalary, Lucy Cheser Jacobs, Chris Sorensen .andAsgharRazavieh, *Introduction to Research in Education 8th*(Printed in Canada:2010) P.177.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Research Result

1. Description of The Research Location

a. The History of SMP IT Baitun Nur Punggur

Along with the times, science and technology, Baitun Nur Tanggul Angin Boarding School Punggur Central Lampung which was founded by Al Maghfur was KH. Khusnan Mustofa Gufron (founder of Darul A'mal Islamic Boarding School Metro City) and KH. Masruri (Blitar, East Java) on August 11, 1996 with the initial number of students as many 7 students and alhamdulillah now there are 400 students.

As a from of his concern regarding current education, he collaborated with the teacher in Islamic Boarding School to establish formal education under to coordination of the Central Lampung Education Office. On July 11, 2010, Baitun Nur Islamic Boarding School began to expand its wings by establishing formal education. Namely the Integrated Islamic Elementary School (SD IT) Baitun Nur Tanggul Angin and the Integreted Islamic Junior High School (SMP IT) Baitun Nur Punggur.

And the based of Decree of the Head of the Central Lampung Education Office on February 16, 2011 SD IT and SMP IT Baitun Nur were registered at the Central Lampung Education Office.

Table 4.1
List of Principals of SMP IT Baitun Nur Punggur Central Lampung
From The First Establishment Until Now

No	Name	Period
1	Drs.Supriyanto	2010-2016
2	Drs.Rahmadi	2017-2019
3	Deny Sudiawan, S.Pd.I	2020-now

(*Source, administration of Baitun Nur Punggur Junior High School, Central Lampung, 2021*).

2. **School Profile**

   a   School Name   : SMP IT Baitun Nur Punggur

   b   Address/Village   : TanggulAngin

       1) District   : Punggur

       2) Regency   : Central Lampung

       3) Province   : Lampung

       4) No.phone   : 085377900809

   c   School Status   : Accredited A

   d   Email   : smpit_baitunnur@yahoo.com

   e   NPSN   :10815097

   f   Year Established : 2010

   g   Land Status   : Owned

3. **Vision and Mission of SMP IT Baitun Nur Punggur**

   a.   Vision

       Believe, knowledgeable and have good morals.

b. Mission

Organizing religious education with competence in language skills and life skills that are relevant to noble values, Islam and in accordance with the times.

4. **The Structure Organization of SMP IT Baitun Nur Punggur**

Organizational structure is relationship that is formed in formal conditions which describes the orders, spans of control and responsibilities of the leadership of the organization. Every institution or organization certainly has an organizational structure which is the task and authority that must be carried out. Likewise with Baitun Nur IT Middle School.

B. **Description of Research Data**

1. **The Data Experimental Class**

Table 4.2
The Students Scores of Experimental Class
(Using word wall)

Students (N)	Score Pre-Test	Score Post-Test	Gained Score
1	40	60	20
2	50	70	20
3	40	70	30
4	40	60	20
5	50	80	30
6	40	70	30
7	40	70	30
8	40	70	30
9	60	80	20
10	60	80	20
11	50	70	20
12	50	80	30
13	50	80	30
14	50	80	30
15	40	80	40

Students (N)	Score Pre-Test	Score Post-Test	Gained Score
16	50	70	20
17	60	80	20
18	50	70	20
19	50	70	20
20	40	70	30
21	40	60	20
22	40	70	30
23	40	60	20
24	40	70	30
25	50	80	30
26	60	80	20
27	70	80	10
28	40	70	30
29	40	60	20
30	40	70	30
Total	1.410	2.160	750
Average	**47**	**72**	**25**

Source: The Result of Students Pre-test and post-test on June , 2022

According the result of pre-test and post-test from the experimental class, it shows that the lowest score of pre-test was 40 and the higher score was 70. Besides, the lowest score of post-test was 60 and the highest score was 80. The average of pre-test was 47 and post-test 72. After conducting pre-test and post-test after the students got treatment using word wall was higher than the average of pre-test the students got treatment.

2. **The Data of Control Class**

Table 4.3
The Students Score of Control Class
(Without Word Wall)

Students (N)	Score Pre-Test	Score Post-Test	Gained Score
1	50	60	10
2	50	60	10
3	40	70	30
4	40	60	20

5	40	60	20
6	40	70	30
7	40	60	20
8	40	60	20
9	50	60	10
10	60	70	10
11	50	60	10
12	50	60	10
13	40	60	20
14	50	70	20
15	40	60	20
16	50	60	10
17	60	60	0
18	50	70	20
19	50	50	0
20	50	70	20
Total	940	1250	310
Average	47	62,5	15,5

Source: The Result of Students Pre-test and post-test on June , 2022

Based on the table above, it shows that the lowest score in pre-test was 40 and the highest score was 60 . with the average of pre-test score was 47. Furthermore, the highest score of post-test was 70 and the lowest score was 50 with the average score was 62,5. After pre-test and post-test, the teacher got the average of the gained score was 15,5. It means the gained score of control class is lower than experimental class.

Table 4.4
Calculating Descriptive Statistic of Word Wall Media in Teaching Vocabulary

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test Experimental	30	30	40	70	1410	47.00	8.367
Post-Test Experimental	30	20	60	80	2170	72.33	6.789
Pre-Test Controlled	20	20	40	60	940	47.00	6.569
Post-Test Controlled	20	20	50	70	1250	62.50	5.501
Valid N (listwise)	20						

Descriptives

Class				Statistic	Std. Error
Learning Result	Pre-Test Experimental	Mean		47.00	1.528
		95% Confidence Interval for Mean	Lower Bound	43.88	
			Upper Bound	50.12	
		5% Trimmed Mean		46.30	
		Median		45.00	
		Variance		70.000	
		Std. Deviation		8.367	
		Minimum		40	
		Maximum		70	
		Range		30	
		Interquartile Range		10	
		Skewness		1.014	.427
		Kurtosis		.393	.833
	Post-Test Experimental	Mean		72.33	1.240
		95% Confidence Interval for Mean	Lower Bound	69.80	
			Upper Bound	74.87	
		5% Trimmed Mean		72.59	
		Median		70.00	
		Variance		46.092	
		Std. Deviation		6.789	
		Minimum		60	
		Maximum		80	
		Range		20	
		Interquartile Range		10	
		Skewness		-.323	.427
		Kurtosis		-.722	.833

Pre-Test Controlled	Mean		47.00	1.469
	95% Confidence Interval for Mean	Lower Bound	43.93	
		Upper Bound	50.07	
	5% Trimmed Mean		46.67	
	Median		50.00	
	Variance		43.158	
	Std. Deviation		6.569	
	Minimum		40	
	Maximum		60	
	Range		20	
	Interquartile Range		10	
	Skewness		.396	.512
	Kurtosis		-.547	.992
Post-Test Controlled	Mean		62.50	1.230
	95% Confidence Interval for Mean	Lower Bound	59.93	
		Upper Bound	65.07	
	5% Trimmed Mean		62.78	
	Median		60.00	
	Variance		30.263	
	Std. Deviation		5.501	
	Minimum		50	
	Maximum		70	
	Range		20	
	Interquartile Range		10	
	Skewness		.132	.512
	Kurtosis		-.076	.992

C. Analysis of Data

1. Analysis Requirement Testing

a. Normality Test

1) Pre-test of experimental class Normality of Pre-test and Post-test of Experimental Class

Table 4.5
Normality of Pre-test and Post-test of Control Class

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Learning Result	Pre-Test Experimental	.299	30	.000	.779	30	.061
	Post-Test Experimental	.268	30	.000	.790	30	.066

Normality of Pre-test and Post-test of Control Class

Pre-Test Controlled		.276	20	.000	.780	20	.063
Post-Test Controlled		.375	20	.000	.720	20	.057

a. Lilliefors Significance Correction

Based on the data above, the pretest significance value (Sig) for the experimental class obtained a value of 0.61, the significance value (Sig) for the post-test for the experimental class obtained a value of 0.66. Meanwhile, the significance value (Sig) pretest for the control class was 0.63, and the significance value (Sig) for the control class was 0.57.

Because the significant value (Sig.) in the Kolmogorov-Smirnov test obtained a value of > 0.5, it indicates that the study has a NORMAL distribution.

b. Homogeneity Test

Based on the calculation of normality. The writer got the result that all data in pre-test and post-test of both experimental class and controlled class have been normally distributed. The next step of the calculation was finding the homogeneity of the data. The purpose of this calculation was to see whether the data or sample in both classes were homogenous or heterogeneous.

Table 4.6
Normality of Pre-test and Post-test of Control Class

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Learning Result	Based on Mean	1.299	1	48	.260
	Based on Median	1.076	1	48	.305
	Based on Median and with adjusted df	1.076	1	47.933	.305
	Based on trimmed mean	1.297	1	48	.260

Based of the data above, it is known that the significant value (Sig.) based on the mean is $0,26 > 0,05$ so that it can be concluded that the variance of the experimental class post-test data and the control class post-test are homogeneous.

c. Hypothesis test

Table 4.7
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	48,18	33	9,170	1,596
	Post Test	73,03	33	7,282	1,268

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	24,848	6,185	1,077	27,042	22,655	23,078	32	,000

Based on he data above, it can bee seen that the result of acquisition of a significant value (2 tailed) for the experimental class and the control class are 0,000. This can be compared with the following conditions.

Then the significant value is <0,05, the alternative hypothesis (Ha) is accepted , and Ho is rejected. If the significance value is >0,05, then the alternative hypothesis (ha) is rejected, and Ho is accepted.

Based on the above provisions, it can be concluded that the significant value (2 tailed) of the experimental class and the control class is 0,000(significant value <0,05). This means that the alternative hypothesis in this study is accepted, with the conclusion that there is a difference in the average result of the pre-test and post-test there is Effectiveness of using word wall media in teaching vocabulary mastery at the eight graders of SMP IT Baitun Nur Punggur.

While the calculated value obtained is 23,078 and the value of the t table with a sample of 30 students at the 5% significance level is 3.6823. while the value of the table at the significance torque of 1%is 2.4447 based on these data, it can be concluded that the value of t

arithmetic t table which means in this study was accepted and Ho was

rejected.

d. Experimental Validity Test

Table 4.8
Experimental Validity Test

Correlations

		PreEks	PostEks	Jumlah
PreEks	Pearson Correlation	1	,674[**]	,932[**]
	Sig. (2-tailed)		,000	,000
	Sum of Squares and Cross-products	2030,000	1110,000	3140,000
	Covariance	70,000	38,276	108,276
	N	30	30	30
PostEks	Pearson Correlation	,674[**]	1	,895[**]
	Sig. (2-tailed)	,000		,000
	Sum of Squares and Cross-products	1110,000	1336,667	2446,667
	Covariance	38,276	46,092	84,368
	N	30	30	30
Jumlah	Pearson Correlation	,932[**]	,895[**]	1
	Sig. (2-tailed)	,000	,000	
	Sum of Squares and Cross-products	3140,000	2446,667	5586,667
	Covariance	108,276	84,368	192,644
	N	30	30	30

**. Correlation is significant at the 0.05 level (2-tailed).

Based on the data above, it can be understood that the pretest

rcount for the experimental class was 0.932, and the posttest rcount for

the experimental class was 0.895, while the posttest and posttest rcount

for the experimental class was 1.000. While the rtable value with a

sample of 28 students (N-2 = 30-2 = 28) and a significance level of 5% is 0.3061. The data is said to be valid if the value of rcount> rtable.

Based on the explanation of the data above, it can be concluded that the rcount value of the PreTest experimental class, the rcount value of the PostTest experiment class and the rcount value of the sum of the Pretest and PostTest scores is (0.932, 0.895, 1.000) > rtable (0.3061). Based on this, the data in this study are valid.

e. Validity Test of Control Class

Table 4.9
Validity Test of Control Class

Correlations

		PreKont	PostKont	Jumlah
PreKont	Pearson Correlation	1	,014	,750[**]
	Sig. (2-tailed)		,954	,000
	Sum of Squares and Cross-products	820,000	10,000	830,000
	Covariance	43,158	,526	43,684
	N	20	20	20
PostKont	Pearson Correlation	,014	1	,672[**]
	Sig. (2-tailed)	,954		,001
	Sum of Squares and Cross-products	10,000	655,000	665,000
	Covariance	,526	34,474	35,000
	N	20	20	20
Jumlah	Pearson Correlation	,750[**]	,672[**]	1
	Sig. (2-tailed)	,000	,001	
	Sum of Squares and Cross-products	830,000	665,000	1495,000
	Covariance	43,684	35,000	78,684
	N	20	20	20

**. Correlation is significant at the 0.05 level (2-tailed).

Based on the data above, it can be understood that the pretest rcount for the control class was 0.750, and the posttest rcount for the control class was 0.672, while the posttest and posttest rcount for the control class was 1.000. While the rtable value with a sample of 18 students (N-2 = 20-2 = 18) and a significance level of 5% is 0.3783. The data is said to be valid if the value of rcount> rtable.

Based on the explanation of the data above, it can be concluded that the rcount PreTest for the control class, the rcount for the PostTest for the control class and the rcount for the sum of the Pretest and PostTest values for the control (0.750, 0.672, 1.000) > rtable (0.3783). Based on this, the data in this study are valid.

f. Control Class Reliability Test (Cronbach Alpha)

Table 4.10
Control Class Reliability Test (Cronbach Alpha)

Case Processing Summary

		N	%
Cases	Valid	20	100,0
	Excluded[a]	0	,0
	Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,755	3

Based on the data above, it can be understood that the acquisition of Crobach's alpha value was obtained at 0.755. A data is said to be reliable if the Cronbach alpha value is > 0.60. Based on this, it can be concluded that the data in this study are reliable.

g. Experimental Class Reliability Test (Alpha Cronbach)

Table 4.11
Experimental Class Reliability Test (Alpha Cronbach)

Case Processing Summary

		N	%
Cases	Valid	30	100,0
	Excluded[a]	0	,0
	Total	30	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,899	3

Based on the data above, it can be understood that the acquisition of Crobach's alpha value was obtained at 0.899. A data is said to be reliable if the Cronbach alpha value is > 0.60. Based on this, it can be concluded that the data in this study are reliable.

D. Hypothesis Testing

After gathering the data, the researcher analyzed the data by using t-test in order to prove whether there was a positive and significant of using word wall as a kind of media that the researcher uses to help the students getting a better understanding of teaching vocabulary at the eight graders of SMP IT Baitun Nur Punggur, Central Lampung.

Therefore, the data was put into the formula of t-test then calculated it. It could be calculated by using the formula bellow:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{\overline{24,85}}{\sqrt{\dfrac{\sum 21600 - \dfrac{(820)^2}{33}}{33(33-1)}}}$$

$$t = \frac{\overline{24,85}}{\sqrt{\dfrac{\sum 21600 - 20375}{1056}}}$$

$$t = \frac{24,85}{\sqrt{\dfrac{1225}{1056}}}$$

$$t = 23,078$$

After considering the t_table by using df which was 29 The critical value of t_table was follows:

Table 4.12
Critical Value of t_table

Degree of freedom	Level of Significant	
	5%	1%
Df 29	1,6973	2,4573

1. The critical value of t-test (t_table) for mthe 5% is 1,6973

2. The critical value of t-test (t_table) for the 1% is 2,4573

Based on the data analysis above, it can be found that:

1. "tobserved"   = 23,078

2. "t$_{table}$" level 5%   = 1,6973

3. "t$_{table}$" level of 1%   = 2,4573

It means that "tobserveb" higher that "ttable" or it can be written as follows:

1. If t_observeb>t_table. Ha is accept and Ho is rejected.

2. If t_observeb<t_table, Ha is rejected and Ho is accept.

Furthermore, the data confirmed that t_observeb = 23,078 were higher than t_table 1,6927 in the level of 5% and 2,4573 in the level 1%. It meant that Ha was accepted and Ho was rejected. Therefore, it could be concluded that "there was a positive and significant of using word wall media in teaching vocabulary mastery at the eight graders of SMP IT Baitun Nur Punggur"

E. Discussion

The researcher created and applied a pre-test was used to assess the students vocabulary mastery at the beginning of the study, aims to apply the treatment in this study. From the results of the pre-test, namely the writer can conclude that the students vocabulary ia\s still low, it is proven that there are only 2 students who pass MMC 70 out of 30 students who took the test.

Based on the results of data analysis, the elternatif hypothesis (Ha) in this study was accepted, thus there is an effectiveness of using word wall media in teaching vocabulary mastery. By obtaining the value of $t_{observeb}$ 23,078 >table 1,6973 (5%) and t_table 2,45379 (1%).

In this study using a sample of 30 students in the Experimental Class and 20 students in the Control Class. The findings in this study are in accordance with the theory that explain that:

"According to Wagstaff , the word wall is a type of learning media that can improve students vocabulary mastery."[1]

From the theory above, it is clear that the word wall media is able to change student learning outcomes, so that the learning media in the form of word wallis one of the media that can help students learn vocabulary, which the teacher can do to create a new learning atmosphere by providing convenience for students through word wall media.

In this study,the authors used a purposive sampling technique. Purposie sampling technique is self a technique of determining the research sample

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[1] Janiel M,Wagstaff. *Teaching Reading and Writing With Word Walls.* (U.S.A:School-astic inc.1999)

based on certain considerations and special selection. So the researcher used a sample in class VIIIA which consist of 30 student with the consideration that in this class the teacher used word wall media more often tha other class.

The population in this study were 100 students who were divided into three classes, 30 students for class VIII.A,35 students for class VIII.B, and 35 students for class VIII.C. Data analysis technique in this study used a hypothesis t-test to determine whether there was any positive and significant of using word wall media in teaching vocabulary mastery of SMP IT Baitun Nur Punggur.

The limitaions on this study lie in the facilities and instructure used to support vocabulary learning using word wall media, because the facilities andinfrastructure do notmeet the needs of all students in the implementation of learning becomes less condusive. Such as signal constraints and inadewuate wifi networks.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After implementing Quantitative research among the eight graders of SMP IT Baitun Nur Tanggul Angin Punggur, Central Lampung and according to the result of pre-test and post test, it could be summarize that there was a positive and significant of using word wall media to teaching vocabulary mastery. It means that using word wall media in teaching vocabulary mastery is helpful. It could be shown from the result of pre-test and post-test.

There was a significant of using word wall media in the teaching vocabulary among the eight graders of SMP IT Baitun Nur Punggur Central Lampung. It could be seen from the data that calculated by using t-test formula, data confirmed that "$t_{observed}$"=23,078 was higher than "t_{table}" in 5% = 1,6973 and 1% =2,4573

Based on the data analysis above, the researcher concluded that : there was a positive and significant of using word wall media in teaching vocabulary mastery at the eight graders of SMP IT Baitun Nur Punggur, Central Lampung in Academic Year 2021/2022."

B. Suggestion

1. For the teacher

    The teacher can using word wall media as a variation in vocabulary mastery which can help them to teaching vocabulary mastery, because word wall have never been by teachers in the learning process in SMP IT Baitun Nur Punggur, Central Lampung.

2. For the students

    Students are advised to expand their knowledge by understanding the vocabulary. Students are also advised to use word wall as a media for their learning.

3. For the headmaster

    a. The headmaster is suggested to support the English learning process by preparing the facilitation and instrument completely

    b. The headmaster is suggested to concedere the English syllabus based on the real problems faced by the students.

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APPENDICES

1. **The organizational structure of SMP IT Baitun Nur Punggur is a follows:**

Kepala Sekolah Deny Sudiawan, S.Pd	**Komite** Mustofa,S.Pd

Waka Kurikulum KhafitRoyani, S.Pd., Gr	**Koordinator TU** M. MursidNursalim,S.Pd
	WakaKesiswaan SigitIrvandi,S.Pd

BK TIK M. Irfan R,S.Kom	**KetuaPerpustakaan** MiftakhurRohmah

Bendahara ZuhriZam-Zami, S.Pd	**Sekretaris** SaputriWahyuningDewi,S.Si

Guru	**Siswa**
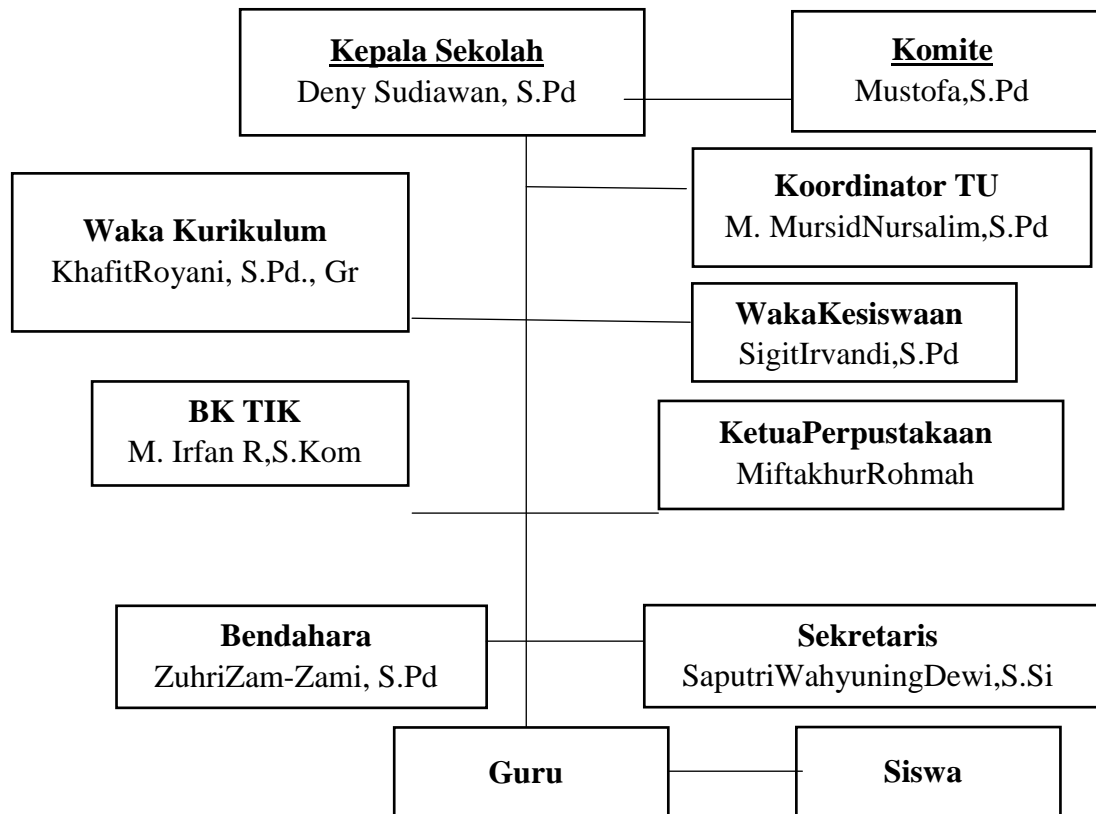
2. Location Sketch of SMP IT Baitun Nur Punggur

Ndalem Romo Yai	BALAI LATIHAN KERJA	KELAS VII 1
ASRAMA PUTRI		KELAS VII.2
MCK	HALAMAN SEKOLAH	KELAS VII.3
LAB BAHASA		KELAS VIII.1
		KELAS VIII.2
	KANTOR SMP IT BAITUN NUR	KELAS IX.1
		KELAS IX.2
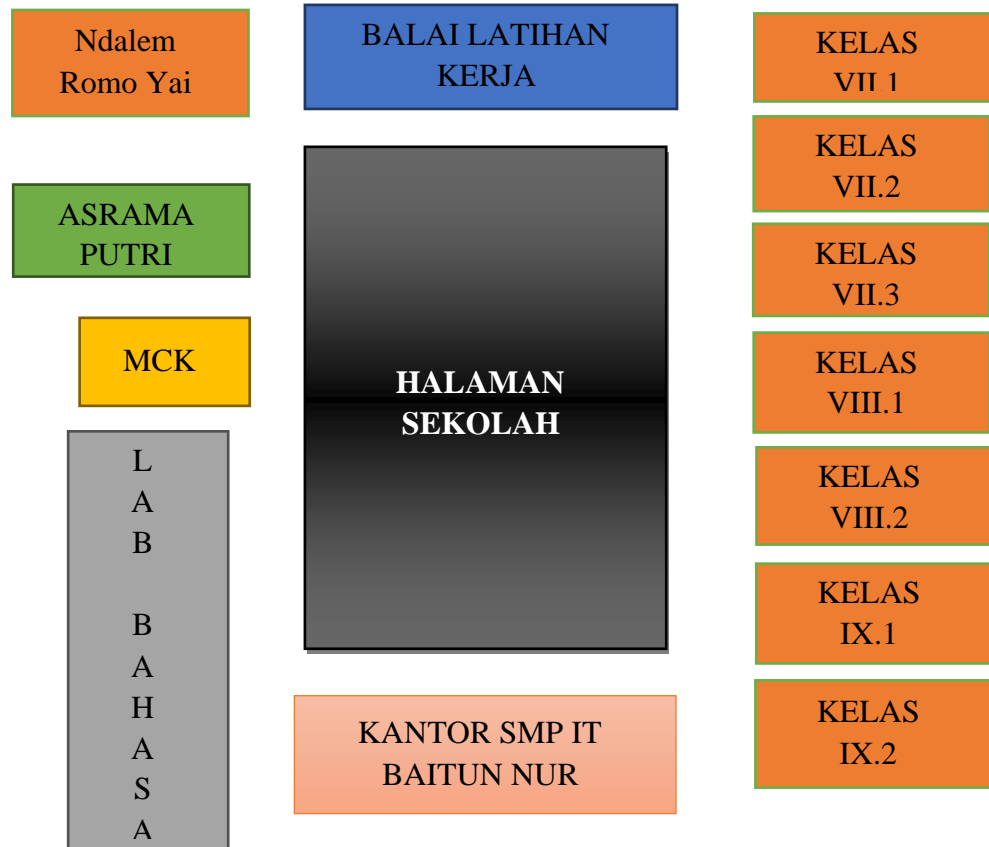
3. The condition of Facilities

The condition of facilities in SMP IT Baitun Nur Punggur is stated

bellow:

Table
Recapitulation of facilities in SMP IT Baitun Nur Punggur

No	Facilities
1	Kamar Mandi
2	Asrama Santri
3	Kelas 7.1
4	Kelas 7.2
5	Kelas 7.3
6	Kelas 8/1
7	Kelas 8.2
8	Kelas 8.3
9	Kelas 9.1
10	Kelas 9.2
11	Lab Bahasa
12	Masjid Baitun Nur
13	Perpustakaan
14	Ruang BK
15	Ruang UKS
16	Ruang Kepala Sekolah
17	Ruang Guru
18	Ruang TU
19	MCK Putra
20	MCK Putri

4. SYLABUS

SILABUS SMP

Sekolah   : SMP IT Baitun Nur Punggur

Kelas   : VIII (Delapan)

Mata Pelajaran   : Bahasa Inggris

Kompetensi Inti   :

KI 1   : Menghayati dan mengamalkan ajaran agama yang di anutnya

KI 2   : Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, Percaya diri dalam berinteraksi dengan keluarga, teman , dan guru

KI 3   : Memahami pengetahuan factual dengan cara mengamati, mendengar, melihat dan membaca dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang di jumpainya di rumah dan di sekolah

KI 4   : Menyajikan pengetahuan factual dalam bahasa yang jelas dan logis dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Alokasi Waktu	Sumber Belajar
3.7 Menerapkan fungsi sosial, struktur teks , dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kej adian yang di lakukan secara rutin, sesuai dengan konteks penggunaannya. 4.7 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kej adian yang di lakukan/ terjadi secara umum dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai	1. Tata bahasa • Menyusun kalimat sederhana 2.Kosa kata • Menerjema hkan kosa kata 3. Teks Rumpang • Melengkapi kosa kata yang rumpang	1. Memperkenalkan kosa kata baru terkait tema dan materi 2. Membahas kosa kata terkait materi dan tema 3. Menyusun kosa kata acak menjadi kalimat	1. Menyebutkan, menulis dan memahami arti dari kosa kata tersebut 2. Menyusun kosa kata menjadi kalimat yang bermakna 3. Melengkapi teks rumpang 4. Membacakan percakapan yang telah di buat sesuai dengan intonasi dan pelafalan yang benar	2JP	1. Kamus 2. Gambar terkait tema 3. Laptop 4. Kertas karton 5. Penggaris 6. Spidol 7. LCD proyektor

5. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : SMP IT BAITUN NUR PUNGGUR

Mata Pelajaran   : Bahasa Inggris

Kelas   : VIII

Materi Pokok   : Memberi dan meminta informasi terkait keadaan tindakan
                    /kegiatan/kejadian yang di lakukan terjadi secara rutin dan
                    merupakan kebenaran secara umum, sesuai konteks
                    penggunaanya

Alokasi Waktu   : 2 X 25 menit

A. Kompetensi Inti (KI):

KI 1   : Menghayati dan mengamalkan ajaran agama yang di anutnya

KI 2   : Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun,
          peduli, percaya diri dalam berinteraksi dengan keluarga, teman, dan
          guru

KI 3   : Memahami pengetahuan faktual dengan cara mengamati, mendengar,
          melihat, membaca, dan menanya berdasarkan rasa ingin tahu tentang
          dirinya, makhluk ciptaan Tuhan, dan kegiatannya . dan benda-benda
          yang di jumpainya di rumah dan di sekolah

KI 4   : Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis
          dalam karya yang estetis, dalam gerakan yang mencerminkan anak

sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi:

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Menerapkan fungsi sosial, struktur teks , dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang di lakukan secara rutin, sesuai dengan konteks penggunaannya. 4.7 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang di lakukan/ terjadi secara umum dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai	7.1.1 Siswa dapat menerapkan fungsi sosial, struktur teks , dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang di lakukan secara rutin, sesuai dengan konteks penggunaannya. 7.2.1Siswa dapat menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang di lakukan/ terjadi secara umum dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai

C. Tujuan Pembelajaran

1. Meningkatkan kosa kata

2. Menemukan kosa kata baru dari word wall media

3. Mengidentifikasi beberapa informasi secara akurat

D. Materi Pembelajaran

Kosa kata

A. Found	: Menemukan	K. Mistakes	: Kesalahan
B. Married	: Menikah	L. Memorize	: Kenangan
C. Dreams	: Mimpi	M. Cares	: Peduli
D. Came true	: Terwujud	N. Worry	: Khawatir
E. Gave	: Memberi	O. Bound	: Terikat
F. Hope	: Berharap	P. The best	: Terbaik
G. Someone	: Seseorang	Q. Surprise	: Kejutan
H. Forget	: Lupa	R. Hate	: Benci
I. Remember	: Iingat	S. Things	: Segala
J. Lives	: Hidup	T. Compares	: Membandingkan

E. Metode Pembelajaran

1. Discovery Learning

F. Media dan Sumber Belajar

1. Karton

2. Spidol

3. Kamus Bahasa Inggris

4. Laptop

5. Gambar terkait

6. LCD Proyektor

7. Speaker

G. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Membuka kegiatan dengan salam dan do'a 2. Peserta didik menyanyikan lagu dan baca literasi 3. Peserta didik dicek kehadirannya di ice breaking 4. Guru meriview materi sebelumnya dan memberi tahu materi yang akan di sampaikan 5. Guru memebrikan motivasi terkait pembelajaran yang akan di ajarkan	10 Menit
Inti	1. Kegiatan literasi Peserta didik berimotivasi untuk memusatkan perhatian pada topic materi yang diberikan guru dengan cara melihat, mengamati, dan membaca materi yang diberikan guru.	40 Menit

	2. Critical thinking Guru memberikan kesempatan pada peserta didik untuk mencari kosa kata yang tidak di mengerti pada materi. 3. Collaboration Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai materi kosa kata yang di pelajari 4. Communication Peserta didik mempresentasikan hasil kerja kelompok dalam pembelajaran bahasa inggris. 5. Creativity Guru dan peserta didik membuat kesimpulan kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.	

Penutup	1. Siswa dan guru mengevaluasi pelaksanaan pembelajaran 2. Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lainnya yang relevan pada siswa yang aktif) 3. Peserta didik diberikan tugas mandiri 4. Menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.	10 Menit

H. Penilaian Hasil Pembelajaran

1. Penilaian Sikap Observasi dalam proses pembelajaran

2. Penilaian Pengetahuan : Tes tulis

3. Penilaian Ketrampilan : Teslisan

No	Language Components	Description
1	Pronunciation	Pronunciation of individual sounds and words
2	Vocabulary	The learner's ability in choosing appropriate words
3	Fluency	Ability to read text fluently without hesitation, or improper pause

No	Aspect	Scale	Indicator
1	Pronunciation	0	• Many wrong pronunciation
		1	• Frequent incorrect pronunciation
		2	• Occasional errors in pronunciation

		3	• Some errors in pronunciation
		4	• No errors/ minor errors
2	Vocabulary	0	• Little knowledge of English words
		1	• Frequent errors of word choice
		2	• Occasional errors in words choice
		3	• Minor errors in words choice
		4	• Effective/ appropriate word choice
3	Fluency	0	• Dominated by hesitation
		1	• Frequent hesitation
		2	• Occasional hesitation
		3	• Minor hesitation
		4	• No hesitation

The maximal score is 20 points

$$\text{Student's mark} = \frac{\text{Obtained score}}{\text{The maximal score}} \times 100$$

Mengetahui,   Punggur,   Mei 2022
Kepala SMP IT Baitun Nur Punggur   Guru Mata Pelajaran

Deni Sudiawan, S,Pd.I   Khafit Royani, S.Pd.,Gr
NIP.-   NIP.-

6. Pre-Test

Direction:
1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing A,B,C, or D!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name:………………………………..
Class:…………………………………

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 brothers ………..doing a great job
   a. Is
   b. Are
   c. Am
   d. Were
3. The sun………. brightly today.
   a. Shine
   b. Is shining
   c. 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. Look! The cat is eating fish because the cat is…………
   5. I am ……………….. a movie at the moment.
   6. Sania is……………….. her favorite music.
   7. Mr. Badri ………………. His son ride a bicycle.
   8. ………………Clara baking cookies?
   9. I can buy novel in the……………..
   10. My father wants to make a cup of coffee. He needs coffee and ………

7. Post – Test

<div align="center">

Post-Test

</div>

Direction:
1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing A,B,C, or D!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Name:………………………………………

Class:……………………………………….

A. Choose the right answer by crossing A,B,C, or D!

1. A school is the place where students…… with their teachers.
   a. Teach
   b. Work
   c. Play
   d. Study
2. Bunga is celebrating her birthday. Now Bunga feels….
   a. Happy
   b. Easy
   c. Angry
   d. Hungry
3. Intan : Amir, your new shoes are good and really fit in your….. you look charming and cool.
   Amir : Thank you Nita.
   a. Body
   b. Feet
   c. Finger
   d. Hand
4. There is a clown in my friends birthday party. He is very ….. he makes all children laugh and happy.
   a. Angry
   b. Noisy
   c. Funny
   d. Quiet

5. My little sister and brother are every hungry, so I ……….. lunch for them,
   a. Prepare
   b. Wear
   c. Throw
   d. Kick
6. Thomas…….. the competition in a National Olympiads. He looks very happy.
   a. Jumped
   b. Lost
   c. Celebrated
   d. Won
7. Fina : Please, ……… these textbooks to my office.
   Rissa : Yes sure, Sir.
   a. Put
   b. Give
   c. Bring
   d. Read
8. The exam was too……. For her. She got an A!
   a. Easy
   b. Expensive
   c. Difficult
   d. High
9. Tina's bicycle is broken. Tina is really……….. now.
   a. Charm
   b. Happy
   c. Sad
   d. Confused
10. My sister is a nurse. She works in Anak Bunda Hospital. She ……. Every patient there.
    a. Sees
    b. Thinks
    c. Ignores
    d. Helps

B. Fill in the spaces with the correct words.

"Someone Like You"
By: Adele

I heard that you're settled down
That you <u>found</u> a girl and you're (1)   now
I heard that your dreams came true
Guess she (2)   you things, I didn't give to you
Old friend, why are you so shy?
Ain't like you to hold back or hide from the light
I (3)   to turn up out of the blue, uninvited
But I couldn't stay away, a couldn't fight it
I had (4)   you'd see my face
And that you'd be reminded that for me, it isn't over
Never mind. I'll find someone like you
I wish nothing but the best for you, too
"don't forget me," I begI (5)   you said
"sometimes it lasts in love, but sometimes it hurts instead"
"sometimes it lasts in love, but sometimes it hurts instead"
You know how the time flies
Only yesterday was the time you to
We were born and (6)   in a summer haze
Bound by the surprise of our glory days
I hate to turn up out of the blue, uninvited
But I couldn't stay away, I couldn't (7)   it
I had hopedyou'd see my face
And that you'd be (8)   that for me, it isn't over
Never mind, I'll find someone like you
I wish nothing but the best for you too
Don't forget me, I beg, I remember you said
Sometimes it lasts in love, but sometimes it hurts instead, yeah
Nothing (9)   , no worries or cares
Regrets and mistakes, they're memories made
Who would have (10)   how bittersweet this would taste?

DOCUMENTATION

Pre-Test Documentation

Pre-Test Documentation

Post-Test Documentation

Post-Test Documentation

Nomor : B-1371/In.28.1/J/TL.00/06/2020
Lampiran : -
Perihal : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA SD IT BAITUN NUR PUNGGUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**FINA AINUN NIKMAH**
NPM	:	1701070095
Semester	:	6 (Enam)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE EFFECTIVENESS OF USING WORD WALL TO TEACHING VOCABULARY AT ELEMENTARY SCHOLL OF PONDOK PESANTREN BAITUN NUR PUNGGUR

untuk melakukan *pra-survey* di SD IT BAITUN NUR PUNGGUR.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 Juni 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

SMP ISLAM TERPADU (SMP IT) BAITUN NUR PUNGGUR
Alamat : Jl. SMP Negeri I Punggur Tanggulangin Kec. Punggur
Kab. Lampung Tengah HP 0813 79905636 Kode Pos 34152
NSS : 202120206186 NPSN : 10815097 Akreditasi "A"
Email : smpit_baitunnur@yahoo.com

SURAT KETERANGAN IZIN PRA-SURVEY

Nomor : 422/03/SMPITBTN/I/2022

Berdasarkan surat Ketua Jurusan Pendidikan Bahasa Arab Institut Agama Islam
Negeri Metro nomor :B-1371/In.28.1/JTL.00/06/2020 perihal Izin Pra-Survey,
Kepala SMP IT Baitun Nur Punggur menerangkan bahwa :

Nama	: **FINA AINUN NIKMAH**
NPM	: 1701070095
Semester	: 6 (Enam)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE EFFECTIVENESS OF USING WORLD WALL MEDIA IN TEACHING VOCABULARY MASTERY AT SMP BAITUN NUR PUNGGUR

Diizinkan untuk melakukan *pra-survey* di SMP IT Baitun Nur Punggur terhitung
mulai tanggal 03 sampai dengan 06 Januari 2022.

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat
dipergunakan sebagaimana mestinya.

Punggur, 03 Januari 2022
Kepala Sekolah

Deny Sudiawan, S.Pd.I
NIP.-

Nomor   : B-2722/In.28.1/J/TL.00/06/2022
Lampiran   : -
Perihal   : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Yeasy Agustina Sari (Pembimbing 1)
(Pembimbing 2)
di-
   Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**FINA AINUN NIKMAH**
NPM	:	1701070095
Semester	:	10 (Sepuluh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE EFFECTIVENESS OF USING WORD WALL MEDIA IN TEACHING VOCABULARY MASTERY AT THE EIGHT GRADERS OF SMP IT BAITUN NUR PUNGGUR

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Juni 2022
Ketua Jurusan,

Andianto M.Pd

Nomor   : B-2905/In.28/D.1/TL.00/06/2022
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP IT BAITUN NUR
PUNGGUR
di-
          Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2904/In.28/D.1/TL.01/06/2022, tanggal 21 Juni 2022 atas nama saudara:

Nama	: **FINA AINUN NIKMAH**
NPM	: 1701070095
Semester	: 10 (Sepuluh)
Jurusan	: Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP IT BAITUN NUR PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING WORD WALL MEDIA IN TEACHING VOCABULARY MASTERY AT THE EIGHT GRADERS OF SMP IT BAITUN NUR PUNGGUR".

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

Wassalamu'alaikum Wr. Wb.

Metro, 21 Juni 2022
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

S U R A T   T U G A S

Nomor: B-2904/In.28/D.1/TL.01/06/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:
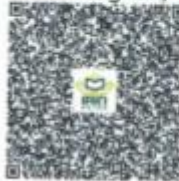
Nama	:	**FINA AINUN NIKMAH**
NPM	:	1701070095
Semester	:	10 (Sepuluh)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP IT BAITUN NUR PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING WORD WALL MEDIA IN TEACHING VOCABULARY MASTERY AT THE EIGHT GRADERS OF SMP IT BAITUN NUR PUNGGUR".

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 : 21 Juni 2022

Mengetahui
Pejabat Setempat

DENY SUDIAWAN, S.pd.I

Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

المَعْهَدُالأِسْلامٌ السَلَفٌ بَيْتُ النُوْرٌ

SMP ISLAM TERPADU (SMP IT) BAITUN NUR PUNGGUR
Alamat : Jl. SMP Negeri I PunggurTanggulanginKec. Punggur
Kab. Lampung Tengah Telp. 0725 7522207 KodePos 34152
NSS : 202120206186 NPSN : 10815097 E-mail : smpit_baitunnur@yahoo.com
Terakreditasi : A (SK BAN-S/M No:1340/BAN-SM/SK/2019)

SURAT KETERANGAN RESEARCH/SURVEY

Nomor : 422/051/C.17/D.a.VI.01/2022

Berdasarkan surat tugas dari INSTITUT AGAMA ISLAM NEGERI METRO Fakultas Tarbiyah Dan Ilmu Keguruan Nomor: B-2904/In28/D.1/TL.01/06/2022, Tanggal 21 Juni 2022 Perihal Permohonan Izin Research/Survey, Maka Dengan ini Kepala SMP IT Baitun Nur Punggur menerangkan bahwa :

No	NPM	Nama	Jurusan/Prodi
1.	1701070095	FINA AINUN NIKMAH	Tadris Bahasa Inggris

Bahwa mahasiswa tersebut kami izinkan untuk melaksanakan Research/Survey pada Tanggal 22 s/d. 27 Juni 2022, di SMP IT Baitun Nur Punggur.

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 21 Juni 2022
Kepala SMP IT Baitun Nur

DESY SUBIAWAN, S.Pd.I
NIP.-

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
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1758/In.28/S/U.1/OT.01/12/2022

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

Nama	:	Fina Ainun Nikmah
NPM	:	1701070095
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1701070095

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 24 Desember 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP 19750505 200112 1 002

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : FINA AINUN NIKMAH

NPM   : 1701070095

Jurusan   : Tadris Bahasa Inggris(TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro,   Desember 2022
KetuaJurusan TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fina Ainun Nikmah   Jurusan : TBI
NPM : 1701070095   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	16/ Juli / 2021		✓	Judul : technique or Strategy Grade -o Grades - table .of contents - Chapter I · Background of the Study you have to give the reason why do you choose word wall ? · Don't use simple past Sentence, but Simple Future · Objective the Study means the Purpose of your Study. It is Suitable with your problem Formulation. - Chapter III · In experimental design, you have to compare two classes, those are the Experimental class and Control class · you have to take all as the sample.	*(signature)*

Mengetahui
Ketua Jurusan TBI

(signature)

Andianto, M.Pd
NIP.198711022015031004

Dosen Pembimbing II

(signature)

Yeasy Agustina Sari, M.Pd
NIDN. 2012089002

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fina Ainun Nikmah   Jurusan   : TBI
NPM : 1701070095   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
2.	22 / 09 / 2021		✓	Chapter I • this is quantitative or qualitative research ? • the purpose of the study should be suitable to your Problem Formulation. • Eloborate the objective of this research theoritically and academically. • which one is benefit? Chapter II • the definition of vocabulary the space of your writing is not same. Chapter III • Revise these sentence sample technique. • use simple future tense • Don't use Personal pronoun • how many number of each test will you make?	*(signature)*

Mengetahui
Ketua Jurusan TBI

(signature)

Andianto,M.Pd
NIP.198711022015031004

Dosen Pembimbing II

(signature)

Yeasy Agustina Sari, M.Pd
NIDN. 2012089002

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fina Ainun Nikmah   Jurusan : TBI
NPM : 1701070095   Semester : IX

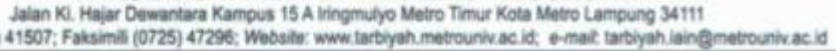| No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3.	25/11/2021		✓	Background of the study • Vocabulary - teaching vocabulary - word wall strategy. • Focus of study • make Prior Research • Sampling technique • what are the methods used to collect data? • how many questions are given?	✓Hu@
4.	14/12/2021		✓	Prior Research • make a conclusion • what is the novelty of your research? • How interesting of your research? Chapter III. • what does purposive sampling mean? • How to do research	✓Hu@

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing II

Yeasy Agustina Sari, M.Pd
NIDN. 2012089002

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fina Ainun Nikmah

NPM : 1701070095

Jurusan : TBI

Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5.	03/Januari /22		✓	Accepted to proposal seminar by little revition.	

Mengetahui
Ketua Jurusan TBI

Andianto.M.Pd
NIP. 198711022015031004

Dosen Pembimbing II

Yeasy Agustina Sari, M.Pd
NIDN. 2012089002

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fina Ainun Nikmah   Jurusan : TBI

NPM : 1701070095   Semester : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6.	4 / Juni / 2022	✓		Bimbingan APD	
7.	14 / Juni / 2022	✓		Acc APD	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing I

Yeasy Agustina Sari, M.Pd
NIDN. 2012089002

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fina Ainun Nikmah   Jurusan : TBI
NPM : 1701070095   Semester : XI

No	Hari/ Tanggal	Pembimbing I		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
8	6/12 2022			① . Chapter III Use Simple past tense in this chapter ② . Chapter IV the Structure, location, Facilities move to appendix ③ . Lampiran . Pre test control class + Experimental class . Post test control class and Experimen class ④ Discuss your research result ⑤ . normality, homogen dll.	(signature)

Mengetahui
Ketua Jurusan TBI

Andianto,M.Pd
NIP.198711022015031004

DosenPembimbing I

Yeasy Agustina Sari, M.Pd
NIDN. 2012089002

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fina Ainun Nikmah
NPM : 1701070095

Jurusan : TBI
Semester : XI

No	Hari/ Tanggal	Pembimbing I		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
9	16/12 2022			Acc Munaqosyah.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.198711022015031004

Dosen Pembimbing I

Yeasy Agustina Sari, M.Pd
NIDN. 2012089002

CURRICULUM VITAE

The writer's name of this undergraduate thesis is Fina Ainun Nikmah. She was born in Purwosari, Kota Gajah,East Lampung on August 18th 1999. She is the first child from Mr. Ruslan Effendi and Mrs. Samsiyah. She has one younger brother.

His name is Ahmad Faiz Muntaha. She graduated SDN 3 Rejo Basuki 4, Seputih Raman, then in 2014 she graduated from Mts Ma'arif 02 Kota Gajah Central Lampung, she continue her study in SMK IT Baitun Nur Punggur Central Lampung in 2017. Then she continue S1 studies of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro in 2017.