**THE EFFECTIVENESS OF USING WORDWALL MEDIA**

**TO TEACH VOCABULARY OF THE EIGHTH-GRADE**

**STUDENTS AT SMP N 1 PURWOREJO**

**IN THE SCHOOL YEAR**

**2012/2013**

By

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**Abstract**

The objective of this research is to find out whether teaching vocabulary by using wordwall media is effective for Junior High School students or not. This research is an experimental research which has been conducted on the eighth-grade students of SMP N 1 Purworejo in the school year 2012/2013. In this research the researcher took 62 students as the samples. The researcher took class VIIIE, which consists of 31 students as experimental group, and class VIIIF, which consists of 31 students as control group. The test consists of 25 items as instrument of the research. It is a multiple choices reading test. The researcher had given pre-test before she taught the students vocabulary by using wordwall media, and the researcher gave post-test after she had taught the students vocabulary by using wordwall media. Stasistically, the researcher analyzed the data by using t-test. The result of this study shows that there is significant effect of using wordwall media to teach the students vocabulary, since it was found that the result of t-value is 5.502, the degree freedom (df) is 60 and the level significance of t-test table is 5% (0.05) It shows 1.671. It is proven by the result of t-test sample related that the t-value is higher than t-table.

(Keywords: Effectiveness, Wordwall, Media, Teaching,Vocabulary)

1. Background

Indonesian government has stipulated that English becomes the first foreign language in Indonesia and it is as a compulsory subject for Junior High School students. In fact, Junior High School students still experience difficulties in learning English. They regard that English subject is very difficult so they are not interested to study English and they still have limited vocabulary mastery because of the method in teaching vocabulary. They feel difficult to memorize the words or vocabularies. Meanwhile vocabulary is very important. As Napa (1991:6) states “*more words we learn, more ideas we should have.”*

To solve this problem therefore some innovations to teach English especially vocabulary emerge. Wordwall is one of them. Wordwall media is appropriate to teach vocabulary on Junior High School students. Wordwall is vocabulary collection that is organized alphabetically, displayed with big letters and stuck on the wall of the classroom, *(*[*http: //alamsetiadi08. wordpress.com/ upaya-peningkatan-vocabulary-siswa-dengan-media-wordwall/*](http://http:%20//alamsetiadi08.%20wordpress.com/%20upaya-peningkatan-vocabulary-siswa-dengan-media-wordwall/)). Based on ([*http: // www.teachingfirst.net /wordwall.htm*](http://http:%20//%20www.teachingfirst.net%20%20/wordwall.htm) ), wordwall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom.Teaching vocabulary using word wall media can build up the students motivation to learn and understand English, and help the students to memorize words in English and the meaning easily.

1. Research Method

The design of the researcher is a quantitative experimental research. The research was conducted at SMP N 1 Purworejo which is located at Jl. Sudirman No. 8 Purworejo. This research was carried out on 16, 18, 22, and 23, May 2013. This research took the second grade-students of SMP N 1 Purworejo in the school year 2012/2013 as the subjects of the research. The population is 192 students, and the samples are 62 students. This research is divided into three sections. The first is pre-test, the second is treatment, and the last is post-test.The researcher determined the sample by using cluster random sample. For instrument for collecting the data, the researcher used pre-test and post-test. For techniques of the data analysis, the researcher used descriptive analysis (mean, mode, median, standard deviation) and inferential analysis (test normality, test of homogeneity, and test of hypothesis). In this research, the researcher gave pre-test to the experimental group and the control group, and then she taught vocabulary by using wordwall media for the experimental group and by conventional teaching method without wordwall media for the control group. She gave post- test for the experimental and the control group to find out the students achievement after treatment.

1. Research Finding and Discussion

The table below is the summarized score of students’ vocabulary mastery of the experimental group and the control group.

Table 1.1 The vocabulary post-test result of the experimental group and the control group

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Group | H | L | Me | Mo | R | M | SD | V | T |
| Experimental | 96 | 72 | 84 | 76 | 24 | 83.48 |  |  | 2588 |
| Control | 88 | 60 | 72 | 72 | 28 | 73.41 |  |  | 2276 |

The highest score of the experimental group is 96 while the control group one is 88, the lowest score of the experimental group is 72 while the control group is 60, the median of the experimental group is 84 while the control group is 72, the mode of the experimental group is 76 while the control group is 72, the range of the experimental group is 24 while the range of the control group is 28, the mean of the experimental group is 83.48 while the range of the control group is 73.41, the standard deviation of the experimental group is 7.13 while the standard deviation of the control group is 7.26, the variance of the experimental group is 50.924 while the variance of the control group is 52.851, and the total score of the experimental group is 2588 while the total score of the control group is 2276.

From the previous analysis, it shows that with the number of sample (N1 = 31 and N2 = 31), the level of significance is 5%, the result of the computation of t-value is 5.502 and t-table is 1.671. The computation shows that t-value is higher than t-table that is 5.502 > 1.671.

After computing t-test, it can be concluded that the research hypothesis is accepted. Therefore, the hypothesis of this research said that “the use of using wordwall media to teach vocabulary on the eighth-grade students of SMP N 1 Purworejo in the school year 2012/2013 is effective” is accepted.

1. Conclusion and Recommendation

The result of the comparison of control group and experimental group is quite significant. In this case the experimental group which received treatment, there is high change. Meanwhile, the control group has low change. We can see from the comparison between the post-test of experimental group and control group. It shows that the mean of post-test in the experimental group (83.48) is higher than the mean of post test in control group (73.41). It means that using wordwall media to teach vocabulary of the eighth-grade students at SMP N 1 Purwojero is effective. In addition, teaching vocabulary using wordwall media bas some advantages. Some of the advantages are the students involve actively in the class very much, the students enjoy the class very much, and the students can also memorize the vocabulary easily. In this final section, the researcher would like to present some suggestions for other researchers. Hopefully, other researchers will complete it in order to contribute better improvement of the study and English teaching –learning process by using wordwall media to teach vocabulary.

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