**CHAPTER 1**

**INTRODUCTION**

This chapter consists of background, problem statement, objective of the research, significance of the research, and scope of the research.

1. **Background**

English is one of the international languages, which becomes very vital instrument in daily life. English is also used in a wide variety of activities using various vocabularies to express ideas and thought. Lewis and Heaton (1997: 9) argues that English is useful because English is the international language for most people. In Indonesia, English is one of the first foreign languages taught at secondary school to university level as compulsory subject and now elementary school plays English as one of the local content. In Indonesia, English becomes the primary subject in the UN (national exam) for students at junior high school and senior high school.

As an international language, understanding English well will get some benefits that is why it is important for everyone to learn English. In learning a language, it is necessary to learn vocabulary. Teaching vocabulary in the early English learning is very important. Students will find difficulties in learning English if they are lack vocabulary. Shoebotton (2011: 1) state that vocabulary much more than grammar is the key to understand what students hears and reads in school, and to communicate successfully with other people. Vocabulary is one of language elements that plays an important role in mastering English, both oral and written, and that it is impossible to learn a language without vocabularies. Vocabulary is the basic need for learning English. In learning English there are four language skills that must be mastered, namely, speaking, listening, reading and writing (Depdiknas, 2006).

Gough (2001:3) states that vocabulary is important because it is words, which carry the content of communication. Vocabulary is an important factor in all language-teaching. Students must learn word, as they need the vocabulary very much to master the four skills in English. Whoever beginners in learning English, of course they need very much vocabulary. Even though they have a good interest in studying English there is not point, if they are not mastering vocabulary. The students’ have to be give more attention in teaching vocabulary. They are not merely studying vocabulary but they can make words list and apply the vocabulary in meaning and using.

In teaching vocabulary for students, many activities that can involve them in learning process in the classroom. Many media can be performed to students to get them into main purpose of it. We can use game, video, song; picture, media chart, etc, to make English lesson interesting. In connection with the fact, researcher is curious to apply one of the media in developing students’ vocabulary namely the use of chart media.

In relation with the use of chart media in learning vocabulary, Philips ( 1996:74) states that, vocabulary is best learned when the meaning of the words is illustrated, for example by picture, an action, or a real object. The students should meet and use the words that relevant to the contexts, in order to fix them in their minds. This can help the students establish their relationship to other words, so that a vocabulary network is built up. Therefore, the researcher would apply one of the chart media for developing students’ vocabulary, namely the use of wall chart media in teaching vocabulary.

Wall chart media can be used to teach vocabulary. It can make teaching condition enjoyable based on the students characteristics. By using wall chart media as learning vocabulary tool students can interact one other. Haycraft (1997: 47) states that wall charts media can be one effective medium of the many ways to teach vocabulary. They help to attract students’ attention and to show the vocabulary in visual aid. They were chosen as the media to improve students’ vocabulary mastery since the students need more time to be frequently encountering the words. As stated by Duminy (1992: 17), wall charts are not designed for decoration only, but primarily to assist with the study of one or other topic. Wall charts media need to be clearly visible for all students. It will help the students to encounter the words everyday whenever they are in the classroom. By doing so, the students will memorize the vocabulary unconsciously.

By using wall chart media can make students feel enjoyed during the learning process, they can follow the lesson until finishing it. Therefore, it can develop their vocabulary. It is expected that it can increase the interest and motivation of students in learning vocabulary. For teacher, Wall charts media facilitate the teacher to give lesson with easily and interesting visual aids without many efforts. Wall chart media is an effective tool to teach vocabulary because it can be used in any school with or without complete facilities. It is simple to make because it does not cost a lot of money and does not need a lot of tools. Thus, wall charts media are expected to be able to solve the problems of students’ vocabulary mastery because it could attract students’ attention, it helps the students expose the vocabulary, and it is simple to make.

Based on the information above, the researcher choose using wall chart as a medium for developing the vocabulary mastery of secondary school students in learning English at SMP Negeri 5 Bitung, because the students’ in SMP Negeri 5 Bitung are lack vocabulary in learning English. By using wall chart media in learning vocabulary will make students easily understand and it is expected the students are able in developing vocabulary in learning English. Furthermore, the use of wall chart media is expected to develop students’ interest, give motivation to students, and the students enjoy in learning vocabulary in the classroom. Of course, the material should be related to the students’ level that can improve student’s vocabulary achievement to create cheerfulness and encourage the students to learn actively.

From the statement above, the researcher was interesting in conducting the researchers entitle: using wall chart media in developing the vocabulary mastery of secondary school students in learning English at SMP Negeri 5 Bitung,

1. **Problem Statement**

Based on the background above, the researcher draws the problem statements as follow:

1. Can the use of wall chart media improve the vocabulary mastery of students at SMP Negeri 5 Bitung?
2. Are the students interested in learning vocabulary by using wall chart media?
3. **Objective of the Research**

In relation to the problem statement above, the objective of the research are:

1. To find out whether or not using wall chart media can improve the students’ vocabulary mastery.
2. To find out the students’ interest in learning vocabulary by using wall chart media.
3. **Significance of the Research**

The significant of this research is as follows:

1. The theoretically, the findings of this research are expected to provide useful information resource for English teachers who want to increase the students’ vocabulary mastery.
2. Practically, it is also hoped to be useful information for researcher who are interested in teaching English vocabulary.
3. **Scope of the Research**

This research, by discipline undertaken with the study of linguistics. It is specified to using wall chart media in developing the vocabulary mastery of the students at SMA Negeri 5 Bitung.

By content, this research focus on students’ developing in learning vocabulary by using wall chart media for students in SMP Negeri 5 Bitung. The researcher will teach students using wall chart media in the classroom and this research covers the vocabulary studies about meaning of the words. Furthermore, to be more focus on this study, the researcher focused on the achievement in teaching vocabulary students to find out: (1) the students’ interest in learning vocabulary by using wall chart media and (2) the use of wall chart media can developing the vocabulary mastery of students at SMP Negeri 5 Bitung.

By activity, the researcher would do vocabulary test for students in the classroom and then questionnaire. The researcher would examine the vocabulary mastery students by doing vocabulary test, were the test consisted of two kinds of the test, namely pre-test and post-test and the researcher will involve two groups, an experimental group and control group, The purpose of the test was to measure the students' ability in learning English vocabulary. The researcher also examined the questionnaire to find out the students' attitude toward the using of wall chart media in learning English vocabulary.

**CHAPTER II**

**REVIEW OF LITERATURE**

This chapter deals with some previous related findings, some pertinent ideas, resume, and conceptual framework.

1. **Previous Related Findings**

The important of vocabulary building makes the language teachers and researchers explore and expose language teaching process by implementing of media chart technique. Some of the previous findings area listed briefly below:

Claudia (2012) in her research entitled: Improve vocabulary through the chart media writing recount text at SMAN 1 kerinci base. Chart media is one way that can help the students to be able to master the vocabulary in teaching learning process. Students are said to be able to master the vocabulary is a student who is able to make the text recount the vocabulary much with reference to the generic structure. Learners can more quickly understand the material or concept being taught. Another advantage is that there is a simplification of the overall concept of the concept they want to learn so it is more easily understood by students. Chart of the media, will also help students to write an explanation of the material in the form of a flow chart. And even one of the media that can help students more quickly understand something in the order or stage time is to use the media time line chart.

Chandra (2008) conducted a research entitled: *Effectiveness of Teaching Vocabulary Using Media Chart on SD Rembang.* Chart Media use can encourage and support their participation in many activities of languages. Students who are reluctant to talk in a group setting can participate in oral activities and increase self-confidence with the help of Media Chart like the picture. Mahoney (1998: 72) state that, the purpose of teaching English by using images (a) to develop imagination and creativity of students, (b) to provide an opportunity for students to share the interpretation of oral, and (c) to provide a supportive environment for experimenting with voice and language. Advantages of using Media Chart in developing students' vocabulary are: (1) Students may have a high interest in participating in the learning process. Most of the children in primary schools interested in teaching aids, such as pictures, and games, (2) students can be motivated to be active in the classroom, and it can be easier to ask students to provide feedback and opinions, and (3) It is easy to understand, memorize, remember vocabulary and can avoid misunderstandings, because students see the objects directly.

Puspa (2014) argues that, the flip chart can help students identify and recognize the prefix. This includes streaming video clips and online activity. Thus, the mastery of vocabulary no longer be a burden and an obstacle for students to learn English. Students are able to understand the text that will be taught using Flip Chart and it will be easier to understand. Learning media is not a new instructional media just a modification of the classical method of memorizing vocabulary. Learning media is more applicable and appropriate because the vocabulary used according to the material to be taught and teachers can make about the desired vocabulary such as antonyms or synonyms. Besides learning media can also be used as games (games) for students in his spare time, so that students will more quickly understand what will be taught.

Related to the research findings above, have shown many phenomena in learning vocabulary. In this research, the researcher underlines some research similarities and difference to the previous related study. Some previous related studies have their own uniqueness in conducting their research, likewise the present study is considered to see one important aspect in linguistics field. Both this research and the previous related studies highlight have the some aspect to be focused. Some problem related with the students vocabulary improved through media chart and the students’ interest in learning vocabulary through media chart. The researcher concludes that the use of media chart in English teaching learning as a foreign language give much contribution toward the process of English learning.

1. **Some Pertinent Ideas**
2. **The Concept of Vocabulary**
3. Definition of Vocabulary

Webster (1983: 2560) state the vocabularies were: (1) a list of work and sometimes phrases, usually arranged in alphabetical order and defined a dictionary, glossary or lexicon and (2) all the word of language, all the words use by a particular person, class, profession, ect and sometimes although not necessary used by them.

Hornby (2000) in *Advance Learners Dictionary of Current English* says that vocabulary is: (1) all the words that a person knows or uses, (2) all the words in a particular language, (3) the words that person knows or use when they are talking and (4) a list of words with their meaning, especially in a book for learning a foreign language.

Clark in Akram (2003) stated the word is any letter sequence, which has meaning in the language use. On the other hands, vocabulary is stock of words, list, or correlation of words of language that are used by people or particular person. The word must be spread out into different parts of speech or some similar groups, which separate the type of words with large reserve vocabulary from those with small reserve. Therefore, vocabulary is a meaningful word of a language used not only in speaking and writing, but also in listening and reading.

1. Types of vocabulary

Words in a language are small elements, which could make up a language and function to express ideas. Linguist classifies vocabulary into two kinds.

1. Receptive vocabulary refers to the words of lexical items, which can be recognized and comprehend in context of listening and reading.
2. Productive vocabulary refers to words, which we use in speaking and writing.

Harmer (1991:159) divides vocabulary into two kinds:

1. Active vocabulary refers to words which have been learned by students. They are expected to be able to use it.
2. Passive vocabulary refers to words which students will recognize when they meet them, but they probably will not be able to produce it.

Page and Thomas (1973) divide vocabulary into four kinds, they are as follows:

1. Oral vocabulary consists of words actively used in speech; they are the words that come nearly to the conversation. The more often the person uttered a word the more readily it will come to his/her tongue.
2. Writing vocabulary, is words that come readily to one’s finger vocabulary, it may even happen that a student who is more editorially that visual disposed has a speaking vocabulary; socks words to which one responds with meaning and understanding in the other writing.
3. Listening vocabulary, is the stock of words to which one respond with the meaning and understood in the speaking of others; and
4. Reading vocabulary is the words responds in writing of others.

According Page and Thomas (1973) vocabulary is (1) all the words in language. (2) All the words used by the group or a individual, and (3) alphabetical list of the words used in a book often includes their translation or definition. From the explanation above, it can be concluded that vocabulary proficiency did not only affect the students’ reading skill, but their speaking, listening, and writing as well. In speaking, the words the choose affect how well they understood, the impression they make, and how people react to them. In writing, their vocabulary determines how clearly and accurately they can express their ideas to other. In listening, their vocabulary influences how much they understanding class lectures, speeches, and discussion.

1. Principles of teaching and learning vocabulary

For teaching and learning vocabulary, it is necessary to known the principles in learning and teaching vocabulary. Wallace in Akram (2003) indicates the main principle of learning and teaching vocabulary as follows:

1. Aims. In teaching vocabulary, the teacher have to be dear about their aims, how many vocabulary they expect to be able to do?. If the point is not clear, it will be difficult to assess how successfully the vocabulary learning has been attained.
2. Quantity. Having decided what involved in vocabulary learning, the teachers may determine the quantity of new vocabulary, after that the teacher limits the number of new words ranging from five to seven new words. The actual number will depend on a number of factors varying from class to class and student when there are too many words the students may become confused, discouraged and frustrated.
3. Need. In most cases, the choice on vocabulary taught to the students, the teachers uses a course book or syllabus in any case. In choosing the vocabularies that are going to be taught, the teacher will relate to the aim of the course and objective of individual lesson. It is also possible for the teacher in a sense of responsibility of choosing the vocabulary to be taught to the students. In other words, the students known the situation where they have to communicate the words they need, as they need then, using the words as the information.
4. Frequent Exposure and repetition. In teaching and learning vocabulary, there should be certain amount of repetition until there is evidence that the students have learnt the target words. This simplest way of checking that the learning has been done is by seeing whether the students can recognize the target words and identify their meaning. If the words have to be part of the students, productive vocabulary, they must be given an opportunity to use them, as often as necessary for them to recall the words at all (with the correct spelling and pronunciation and identify their meaning).
5. Meaningful presentation. In presenting the vocabulary lesson, the students must have a clear and specific understanding of what words denote or refer to. This requires the words to be presented in such a way. So that there denotation and reference are perfect and ambiguous.
6. Situation and Presentation. The words presented are appropriate to the student’s situation. With good condition, enough tome-convenience and a convenient method, the students will automatically succeed in learning vocabulary.
7. Presenting in context. Words are very seldom accruing, so it is important for students to know the usual collocation in which the words occur. From the beginning word must appear in its natural environment, as it was among the words it normally collocates with. Collocations are word, which are commonly associated.
8. Learning vocabulary in the mother tongue and in the target Language. In this principle five steps are accounted to learn or to activate vocabulary in mother tongue and target language:
9. There is felt need
10. The mother tongue mostly controls his own rate of learning
11. The mother tongue is exposed to quantity of his own and for repetitions
12. The language is nearly encountered in appropriate situation and in the appropriate context
13. Since the words are learnt as they arise out of a felt need in a particular situation, they usually have a dear denotation
14. Inference. Inference is also of strategies in learning vocabulary in which the learner are hard on practice by using definite knowledge to have a clear understanding the words they learn. The students infer the meaning of words by listening or reading them used in certain context and certain situation.
15. The importance of learning vocabulary

Gains and Redman in Akram (2003) argued that by learning vocabulary, the students can recognize and comprehend the context of reading and listening material, and later as productively as the students can result and use them approximately in speech and writing. In this case, the students can recognize all the words in written and oral context and finally they can use them daily in speaking and writing.

1. The Criteria for Selection Vocabulary

The selection of lexical items should be useful, but how do we determine exactly what is useful Gain and Redman in Munawwarah (2010) state that in the first place we have to concede that every teaching situation is different and so essential items in one context may be quite useless in another. The relative importance attached to various criteria describes below will therefore depend on the teaching situation itself.

1. Frequency. The high frequency of an items is no guarantee of usefulness, but there is obviously a significant correlation between the two, so it worth examining some of the work of frequency word-counts that have been carried out over recent decade.
2. Cultural factors. One drawback of word-counts is based on the utterances of native speakers. They will obviously reflect the cultural interest of these speakers and for native speaker working abroad, this area may warrant considerable attention, not in terms of vocabulary but of the whole syllabus.
3. Need and level. Common sense dictates that students who are required to read technical in English in their native country will have different lexical needs top those learner English for travel purposes. Equally obvious is that elementary students will recognize limitation in their selection of lexis that will not have advanced learners.
4. Expediency. The classroom need for certain vocabulary, without that the students may fail to understand their teachers. One such area is classroom language which includes items which frequently appear in language activity instruction.

The final choice however must rest as age; course duration and the educational language learning background of the students which may significantly influence the possible benefit of harm of language activity instruction.

In order know that kinds of vocabulary being tough, we should consult with a list of word that has been established by the educational department through curriculum. By which we do not only know what words be introduced, but also at what level.

1. The Vocabulary Test

In teaching a subject formally at school, including the teaching of English as a foreign language, a teacher is required to teach the students based on the aims and objectives stated in the curriculum. Likewise, language testing should be designed in such a way that it measure the student’s abilities and performances based on the teaching objectives state in the curriculum. Bachman and Palmer in Jabu (2008:53) propose that based on the philosophy of language testing, language testing must be related to language teaching and language use. Similarly Hughes in Jabu (2008:53) state that the test content and test techniques are not at variance with the objectives of language course.

However, some of the test applied at high school, both the nationally or regionally designed and the teacher-made test, do not reflect the instructional objectives, and some of the instructional objectives are not tested. The reason is commonly that some of them difficult and time consuming to test.

Multiple-choice item are undoubtedly the most widely used type of item in objectives tests. Thus, it is useful to consider them it some detail. Multiple-choice test is one of the most difficult and time-consuming types of items to construct.

The optimum number of alternatives for multiple-choice item is five in most public test. The more alternatives in an item, the more difficult it is to construct. Four options are recommended for more classroom test. Many writer recommend using four option for grammar items, but five for vocabulary and reading.

Before instructing any test items, the test writer must first determine the actual areas to be covered by multiple-choice items and the number of items to be included on the test. The number of items included in a test will vary according to the level of difficulty, the nature of the areas being tested, and the purpose of the test.

The initial part of each multiple-choice item is known as the stem; the choices from which the students select their answers are referred to as option, responses, or alternatives. One option is the answer, correct option, or key, while the other are distracters.

The general principles that should be observed when multiple-choice item are constructed:

1. Each item should have only one answer. This answer must be absolutely correct unless the instruction specifies choosing the best option.
2. Only one feature at a time should be tested. Sometime both grammar and vocabulary are tested simultaneously
3. Each option should be grammatically correct when placed in the stem, expect of course in the case of specific grammar test items.
4. All items should be at a level appropriate to the level of the testers.
5. The items should be as brief and as possible.
6. The items should be arranged in rough order of increasing difficulty.
7. **Interest**
8. Definition of interest

When we talk about interest, we will think about or attitude to something we like, enjoy, and appreciate which make us having a desire to do. To clearly what actually interest means some theorist will define it.

Hornby (1974) defines interest as:

1. Condition or waiting to know or learn about something or somebody,
2. Quality that arouses concern or curiosity, that holds one’s attention, and
3. Something with which one concern oneself.

Oxford learners’ pocket dictionary (1995) gives definition about interest as follows:

1. Desire to learn or know about somebody or something;
2. Quality that concern or curiosity;
3. Something which one enjoys doing or learning about.

Similar definition of interest is given by good (1995) that interest is a subject-object attitude, concern with condition involving a perception or idea in attention and a combination of intellectual and feeling curiosity condition by experience.

From the definition above assumes that interest as condition and desire to know or understand something or somebody, positive attitude or other feelings toward activity, people, experiences, or other things. It also means that interest toward something will directly support us to know the things consequently, our attention on the object concern.

1. Types of interest

Hansen et al (1972) classified interest into four types; they are expressed interest, inventoried interest, tested interest, and manifest interest:

1. Expressed interest

It is a type of interest which is defines as verbal expression of liking or disliking something related to maturity and experience.

1. Inventoried interest

It is determined by interest checklist someone’s interest in measure by asking him/her to answer a number of questions whether or not one likes or dislikes certain activities or situation. Usually, pattern of high or low interest normally result, therefore, the test taken can begin to determine areas of liking or disliking.

1. Measuring the knowledge of vocabulary has, in specific interest area, are ways to determine the tested interest. These measures are based on an assumption that interest is result in the accumulation of relevant information as well as specialization vocabulary.
2. Manifested interest

Manifested interest it is an observable one in which an individual does not express one interest through words but through action based on the given activity.

Atkinson et al (1996) categorize interest into four types they are:

1. Expressed interest. In general expressed interest is the verbal expression of liking or disliking something. These expressions often are relation to maturity and experience.
2. Manifest interest. Manifest interest is what is observable because of individuals’ participation in a given activity. However this type of interest also can be misleading for participation in a given activity may be necessary for certain fringe benefit occur. It is usually valuable to observe the activity related to the event, as well as the individuals participation to determine the degree of manifest interest.
3. Tested interest. It can be ascertained vocabulary or other information by measuring the knowledge of vocabulary or other information. The examinee has in specific interest area.
4. Inventoried interest is the interest determined by interest checklist. The examinee is asked to check whether they like or dislike certain activities or situation.
5. Factors influencing the students’ interest

Harmer (1991) states that there are two factor can affect students’ motivation as well as their interest in learning; namely intrinsic and extrinsic motivation. Intrinsic motivation concern what take place inside the learner. Extrinsic motivation consists of two types. First integrative motivation in where the students need to be attracted by the culture of target language community. Second instrumental motivation which describe situation in which students believe that mastery of the target language is need.

1. **Wall Charts**
2. Definition of Wall Charts

Wall chart is one of the many types of pictures that are proposed by some expect to be used in teaching language it is considered as a perfect one used for the purpose of teaching particularly the vocabulary. It is used in teaching as it makes easier for the teacher to explain about new vocabulary.

Wall chart is a large card displaying diagram picture. Most wall chars consist of combination of visual and verbal material (Bowen, 1994:13). Haycraft (1978:106) states that wall chart is a large picture used for introducing new vocabulary placed next to the blackboard or on the board itself. Besides, it also for practicing structure, drilling, elaborates dialogue (in social situation) and discussing. While Bowen (1994:13) state that wall chart is large card displaying diagram or picture. Most wall charts consist of combination of visual and verbal material. The aim is to give information on topic. While Doff (1988:87) states, A charts (sometimes called wall chart) is a large sheet of paper or card with writing, picture or diagrams which the teacher can either hold up for the class to see or display on the wall or blackboard used for more extended presentation or practice wall chart is one of suitable media to teach vocabulary for student. From those descriptions above, wall chart is large sheet of paper containing writing, picture, or diagram which is gave information and useful for present new vocabulary that display in the wall or blackboard.

In relation to be use of wall chart in learning vocabulary, Philips ( 1996:74) points out, vocabulary is best learned when the meaning of the words is illustrated, for example by picture, an action, or a real object. The students should the meet and use the words is relevant contexts, in order to fix them in their minds. This help establish their relationship to other words, so that a vocabulary network is built up.

1. Wall Chart in Presenting Vocabulary

In presenting vocabulary, Topfer (2010) point out a design to explain an enrich students’ vocabulary using wall chart with step as follows:

1. Sound on the meaning

In this step, the activity focused on the sound. The teacher says the new words two or three more times, pronouncing clearly. She also explains the meaning at the same time. It would help the learners know what word that they hear. Words that they heard not only strange sound but also has a meaning.

1. Visual

In this step, the learners can see what is visualized by a wall chart, in the form of picture and words. The learners can see what the picture mean. For example image of kites, kite words written besides the picture. The learner can concluded that meaning of layang-layang is a kite. It is also help students to spell the words correctly. The activity focused on the way words look.

1. Connecting

The words that the learners learnt connected with other words. The teachers’ learner how to use the words in context. The teacher gives them drilling in sentences to help the students how to use the word in simple communication. At the first, the students were not able to make their own sentences. After the teacher drill two or three time, the students more understand how to use words in simple communication.

It is Similar with Cross (1999:11) state that there are some steps to follow in presentation. They are:

1. Sound and the meaning

In this step, when the teacher teach the word “kite” it is easier for the students if the teacher pronounce the word to them and show them at the same time the object of the picture, that students, get the meaning immediately.

1. Repetition

In this step, the teacher gets class to repeat the words that they have learn a few times. It is the students to practice how to pronouncing words correctly and remembering meaning of words. Thombury (2005: 24) reveal that the time-honoured way of ‘memorizing’ new material is through repeated rehearsal of the material while it is still in working memory. However, simply repeating an item (the basic of rote learning) seems to have little long-term effect unless some attempt is made to organize the material at the same time.

1. Written Form

The teacher writes the word or sticks under pictures to show the meaning of the picture. It helps the students to known how to write words of that meaning correctly.

1. A Good Wall Chart

Good media is media that has a good characteristic to use as teaching aids. It is to facilitate students and teachers in teaching and learning activities. For teacher, choosing appropriate media in teaching will make it easier to explain to the students. Meanwhile characteristic good media also will help students to easily understand the topic being described. Wall chart is one of good media which has the characteristic media to help students and teacher in teaching and learning activities.

According to Bowen (1994:13), there are some factors to selecting a wall chart. They are:

1. Appeal

The picture should capture the interest and imagination of students. The teachers must make a learning process interesting, which can excite the students are more eager to learn

1. Relevance

The picture should be appropriate for the purpose of the lesson- it must contribute directly to the aim of lesson. Don’t use a picture just because it is attractive or that your students find fascinating.

1. Recognition

The significant features of the picture should be within your students’ knowledge and culture understanding.

1. Size

If you are showing a picture to the whole class, it must be large enough to be seen clearly by all. For pair and group work, the picture can of course be smaller.

1. Clarity

Avoid crowded picture- they can focus and distract your students. The relevant details must clearly see. Choose pictures with strong outlines and contrast in tone and color to avoid ambiguity.

1. Advantages and disadvantages of Wall Chart

The teaching aids definitely have the advantages and disadvantages of each: such in the case of wall chart. As teaching aid wall chart also has advantages and disadvantages.

Bowen (1994: 15) state the that wall chart suitable for pair or group work in intermediate and advance classes and unsuitable for whole class teaching because it is usually complex, with printing too small to be seen by the student from their seats.

According McCarthy (1989: 4) there are some advantages of wall chart.

1. Easy and inexpensive to make update.
2. Helping the speaker proceed through the material
3. Good for interaction with audience
4. Conveying information

According to Wingenbach (2010), there are some advantages of using wall chart in teaching vocabulary:

1. Quick way for the students to visualize what the teacher are saying numbers, trends, up or down;
2. Forceful- emphasizes main point;
3. Convincing- proves a point, see and hear;
4. Compact way to convey information;
5. More interesting that just talk or print.

Besides the advantages instead. There are some disadvantages of wall chart used in teaching and learning process, they are:

1. Unsuitable for use in large group
2. Anxiety-provoking for facilitator with poor handwriting of poor spelling
3. Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.
4. **Resume**

Vocabulary is word having meaning and all the words used by a particular person or all the words used by a particular language subject, all the words used in particular language, total number of words that is used, and words to learn.

In teaching English vocabulary teacher may use some material. The researcher using wall chart as a material in teaching English Vocabulary because with using wall chart has many special characteristics that make the students easier to understand words to be taught.

Apparent characteristic of wall chart is the simple way for teach vocabulary to students. Wall chart that presented to students are given to stimulate the students in improving students’ vocabulary mastery, create an interesting and enjoyable atmosphere and practical ways to make class successful in learning English vocabulary.

1. **Conceptual Framework**

The conceptual framework underlying this research can be visualized in following figure:

Teaching and learning process

Teaching Vocabulary

Teaching vocabulary using wall chart media

Students Interest

Students' vocabulary mastery

Experimental Group

Control Group

sss

Teaching conventional vocabulary

Figure 1. Conceptual framework

The figure reveals the relationship variables in the study. In teaching vocabulary EFL (English foreign language) in teaching and learning process in the classroom, the researcher will teaching vocabulary, and the students' will be divided to be two group, that consist of experimental group and control group. An experimental group will applied teaching using wall chart media and control group will applied teaching conventional. The purpose of the test is to measure ability the students' in learning vocabulary. And then the researcher will apply wall chart media for teaching and learning process to improve students’ vocabulary and students' interest in teaching vocabulary

1. **Hypothesis**

A hypothesis is a tentative answer to the problem of research. There are two type of hypothesis, they are: the null hypothesis (HO) and the alternative hypothesis (H1). Based on the problem of the research, the hypotheses of this research are the following:

1. Null Hypothesis (HO): Wall chart media cannot improve students’ vocabulary mastery
2. Alternative Hypothesis (H1): Wall chart media can improve students’ vocabulary mastery.

**CHAPTER III**

**METHOD OF THE RESEARCH**

This chapter presents design of the research, variable of the research, operational definition of variable, population and sample, instrument of the research, procedure of data collecting and technique of data analysis.

1. **Design of the Research**

This research was categorized as a quantitative research, the researcher applied a quasi-experimental method using two group with pretest-posttest design. The researcher involved two groups, an experimental group and a control group. The experimental group received treatment by using wall chart media to improve the vocabulary mastery of students and students' interest in learning vocabulary by using wall chart media while the control group using conventional teaching in studying. The control group was required towards comparison to see whether using wall chart media is effective or not in developing students’ vocabulary mastery.

Both of two groups were given pretest and posttest. Pretest was administered prior to treatment to assess students' competence of vocabulary, and posttest was administered to measure treatment effects. The aim of this test was to find out the effectiveness of using media wall chart media in developing students’ vocabulary mastery in learning English.

The design can be seen in the following paradigm:

EG O1 X1 O2

CG O1 X2 O2

Figure 3.1. Research design (Gay, Et al., 2006)

Symbols:

EG : Experimental Group

CG : Control Group

O1 : Pretest

O2 : Posttest

X1 : Treatment for Experimental Group

X2 : Treatment for Control Group

1. **Variables of the Research**

There were two variables in this research, namely independent variable and dependent variable. Independent variable is the use of wall chart media and dependent variable is the use of wall chart media in development student’s interest in vocabulary particularly words, noun, verb by using media wall chart.

1. **Operational Definition of Variables**
2. Conventional teaching is the teaching of vocabulary that only use narrative text without using media. In conventional teaching do with reading accompanied by explanation, and then the division of tasks and exercise.
3. Wall chart media is as teaching aids in teaching for the students in learning vocabulary in the classroom. Wall chart media includes text, picture, graphics, visual, etc. Wall chart media can help the teacher to teach the material easily and it can help the students to memorize and understand the materials being taught.
4. Students’ interest is the students’ desire and efforts to achieve the goal of vocabulary mastery which is measured by using the Likers scale that is classified into five categories they are Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree.
5. **Population and Sample**
6. **Population**

Population is the group to which a research would like to have the result of study to be generalized. In this research, the population of the research was second grade students of SMP Negeri 5 Bitung.

1. **Sample**

Population consist of numbers of subjects to be surveyed and the result to be generalized. In this research, the population of the research was second grade students of SMP Negeri 5 Bitung.

1. **Instrument of the Research**

In this research, the research used two kinds of instrument based on the variables that investigation; they were vocabulary test and questionnaire.

1. **Vocabulary Test**

The test consisted of two kinds of test: pretest and posttest. The purpose of the instruments was to measure the students’ achievements in the vocabulary mastery. The type of vocabulary tests was multiple-choice.

1. **Questionnaire**

The writer constructed the questionnaire to find out the students’ attitude toward the using of wall chart media in learning vocabulary. The questionnaire consisted of 20 positive items to measure students' interest in learning vocabulary.

1. **Procedure of Collecting Data**

The procedure of collecting data was presented in chronological order as follows:

1. **Pre-test**

Before doing treatment, the students were given present to find out prior achievement in vocabulary. The pretest was given to both of groups, an experimental and control group.

1. **Treatment**

The researcher gave a treatment to students, both an experimental and control group. Experimental group the treatment was done by using wall chart media and control group the treatment using teaching conventional. They were conducted to find out the students' vocabulary mastery and students' interest towards English vocabulary mastery by using wall chart media. The researcher applied the using wall chart media in English vocabulary in teaching learning process.

1. **Post-test**

After doing the treatment for several meetings, the post-test was given to the students. The result of pre-test and post-test-test were calculated to measure whether the students get progress in the vocabulary mastery towards the using of media wall chart media.

1. **Questionnaire**

After giving post-test, the students were given the questionnaire about students’ interest toward the use of media chart by wall chart media in teaching English vocabulary.

1. **Technique of Data Analysis**

The data was collected and analyzed quantitative. The data was analyzed through the following techniques:

1. Calculating the score of the students
2. Calculating the mean score
3. Calculating the students’ pre-test and post-test score by using SPSS 15.0 program (t-Test)

Scoring students’

Table 1. Classification of Students’ Score

|  |  |  |
| --- | --- | --- |
| No | Range of Score | Classification |
| 1  2  3  4  5 | 80-100  70-79  60-69  50-59  0-49 | Very Good  Good  Average  Poor  Very poor |

Sumber: Gay. Et al (2006)

The classification of students’ score above was taken from scoring system which is applied internally of SMP N 5 Bitung.

Mean Score

X=

Where:

X = mean score

∑ = the sun of all score

*N* = number of students

t-Test

(Gay et al., 2006:349)

The data was gathered by questionnaire and it consisted of 20 items and classified into on one hand.

The Liker Scale exhibited as the following:

Table 2. Liker scale

|  |  |  |  |
| --- | --- | --- | --- |
| No | Score | Conversion 20-100 | Category |
| 1  2  3  4  5 | 5  4  3  2  1 | X 20 = 100  X 20 =80  X 20 = 60  X 20 = 40  X 20 = 20 | Strongly agree  Agree  undecided  disagree  Strongly disagree |

Sumber: Arikunto (1995)

The ranking score from 20 to 100 (internal 80), the questionnaire employs five categories, and the interval 80:5= 16 to determine the category of students. Meanwhile, the interval exhibited as the following table.

Table 3. The ranting score of interest category on questionnaire

|  |  |
| --- | --- |
| Interval Score | Category |
| 85-100  69-84  53-68  37-52  20-36 | Strongly interested (very high)  Interested (High)  Moderate  Uninterested (Low)  Strongly uninterested (Very low) |

Sumber: Sudjana (1996)

The formula to analyze the data:

P = fq X 100%

N

Notes:

P = Percentage from test and questionnaire

Fq = Number of frequency

N = Total sample

Sumber: Sudjana (1996)

**CHAPTER IV**

**FINDINGS AND DISCUSSION**

The chapter deals with the findings of the research and the discussion of the findings. The findings are ordered in line with the problem statements stated in the previous chapter. The findings presents in this part consist of the data obtained through the test in order to see the students’ vocabulary and data questionnaire about their interest in learning after giving them the statements, using wall chart media in experimental group and without using wall chart media in control group. The findings that researcher reports in this chapter is based on the analysis of data collected and the use of the technique explained in the previous chapter.

1. **Findings**

Based on the result of data analysis, the researcher describes the students’ vocabulary Interest, as follows:

1. **The Students’ Vocabulary**
2. The Students’ Vocabulary of Experimental Group

1). Scoring classification of students’ pretest and posttest of experimental group.

Firstly, the researcher analyzed the raw data as given in appendix 4. The raw data are converted using the formula which is described in the previous chapter. After being converted the raw data becomes the scores which are given in the table 4.1.The score are analyzed by using SPSS program.

In this classification, the researcher presents the frequency and the percentage of scoring classification as given in appendix 4. The following table is the data obtained from the experimental group using wall chart media in teaching learning process English vocabulary.

Table 4.1 The Frequency and Percentage of Students’ Pretest and posttest Scores of Experimental Group.

|  |
| --- |
| Classification Score Pretest Posttest  (f) (%) (f) (%) |
| Very Good 80-100 0 0 18 72  Good 70-79 0 0 7 28  Average 60-69 0 0 0 0  Poor 50-59 1 4 0 0  Very Poor 0-49 24 96 0 0 |
| Total 25 100 25 100 |

Table 4.1 shows that before the students are given a treatment, there is one student or 4% out of twenty five students whose grade is in poor classification. Twenty four or 96% are in very poor classification.

After given treatment by using wall chart media, however, there is an increase of students’ grades in which eighteen students or 72% out of twenty five students whose grades are very good classification, and seven students or 28% are in good classification.

1. The Students Vocabulary of Experimental Group and Control Group

1). The Mean Score and the Standard Deviation of the Students Pretest of Experimental Group and Control Group.

The result of the students’ pretest is indicated by mean score of the students’ pretest and standard deviation (Table 4.2). The analysis of the mean score was needed to know if there is significant different between the students score in experimental group and control group. The standard deviation is needed to know how closer the scores to the mean score.

Table 4.2 The Mean Score and Standard Deviation of Students’ Pretest

|  |  |  |
| --- | --- | --- |
| Group | Mean Score | Standard Deviation |
| Experimental  Control | 38.4  35,8 | 6,4  4,0 |

Table 4.2 shows a little difference between the mean score of experimental group and control group. It show that before the treatment, the scores range of the experimental group is closer with the control group. It means that the mastery of both the groups is closer or in the same level but showed a little difference.

The mean score of both groups shows a difference which statistically significant or not, the researcher applied the t-test formula to analyze whether or not it is significant. In this case, the pretest score was analyzed at the significant level 0.05 or α equals to 0.05 by using SPSS version 20.

2). The calculation of t-test of pretest of experimental group and control group

The data shown in the table 4.3 below indicates that the achievement of experimental group and control group before giving the treatment, the result of t-test was calculated using SPSS version 20.

Table 4.3 The T-Test Value of the Students’ Pre-Test

|  |  |  |
| --- | --- | --- |
| Variable | Alpha | Probability |
| Pre-test | 0.05 | 0.09 |

Table 4.3 indicates that the probability value is higher than alpha (0.09>0.05). It shows that in this case, the statistical hypothesis H1 was rejected and of course the statistical hypothesis H0 was acceptable. It means that there is no significant difference of students’ vocabulary of both group, experimental group and control group, before the treatment.

Because experimental group and control group in pretest in the same level in vocabulary, the treatment was then conducted to both group. The experimental group was taught by using wall chart media and control group without using wall chart media.

3). The mean Score and the Standard Deviation of Students’ posttest

In this section, the researcher presents the difference of the students’ vocabulary after treatment of both group, experimental group and control group. The experimental group was taught by using wall chart media and control group taught without using wall chart media in teaching vocabulary. After the treatment, the researcher gave posttest for experimental group and control group to explore students’ vocabulary whether or not it is the same and analyzed with SPSS version 20. These data are show in the following table.

Table 4.4 The Mean Score and Standard Deviation of Students’ Post-test

|  |  |  |
| --- | --- | --- |
| Group | Mean Score | Standard Deviation |
| Experimental  Control | 79.8  48.4 | 5.8  4.2 |

Table 4.4 shows that the mean score of experimental group is higher from control group (79.8>48.4) and the standard deviation for experimental group is smaller than the control group (5.6>4.2). Comparing the mean score of posttest of both group, the students score of experimental increase after four time treatment. The mean score of both groups is significantly different. It indicates that the use of wall chart media developing the students’ vocabulary mastery. To prove this, the researcher applied t-test formula. In this case, the posttest score is analyzed at the significant level 0.05 by using SPSS version 20. The calculating of t-test posttest for experimental group and control group.

The data show in the table 4.5 below indicates the developing of experimental group and control group after the treatment conducted, the result of t-test was calculated using SPSS version 15.0

Table 4.5 The T-Test Value of the Students’ Post-Test

|  |  |  |
| --- | --- | --- |
| Variable | Alpha | Probability |
| Post-test | 0.05 | 0.00 |

Table 4.5 shows that the probability value is smaller than alpha (0.00<0.05). It means that there is a significant difference of the students’ vocabulary before the treatment in posttest. The difference is, however, significant so that alternative hypothesis (H1) is accepted while the null one (H0) is rejected. It indicates that the using wall chart media is able to give significantly greater contribution that without using wall chart media. It means that the use of using wall chart media significantly developing the students’ vocabulary.

1. **Students’ Interest**

Based on the data analysis, the researcher found that the students’ interest in learning vocabulary by using wall chart media of seventh grade students of SMP Negeri 5 Bitung in the experimental group were positive.

1. The Classification of Students’ Interest
2. Scoring Classification of Students’ Interest of Experimental Group

In this classification, the researcher will presented the frequency and the percentage of scoring classification, the researcher will presented questionnaire for knowing that students’ interest in learning vocabulary by using wall chart media.

Based on the data questionnaire, the researcher analyzed the raw data by using the formula which is described in the previous chapter. After being converted the raw data becomes the frequency and the percentage of scoring classification that obtain from the experimental group by using wall chart media in learning English vocabulary. These data can be seen in the following tables.

Table 4.6 The Classification of Students’ Interest of Experimental Group

|  |
| --- |
| No Classification Range of Score Frequency Percentage |
| 1 Strongly Interested 81-100 8 32  2 Interested 69-80 17 68  3 Moderate 53-68 0 0  4 Uninterested 37-52 0 0  5 Strongly uninterested 20-36 0 0 |
| Total 25 100 |

Table 4.6 indicates that eight students or 32% whose score are in the strongly interested classification and seventeen students or 68% are in the interested classification. It means that 100% of the students have high interest in learning English vocabulary by using wall chart media.

1. The mean Score and the standard deviation of the students’ interest

In this classification, the researcher will presented the mean score and the standard deviation of the students’ interest of experimental group.

Tables 4.7 The Mean Score and the Standard Deviation of Students’ Interest

|  |  |  |
| --- | --- | --- |
| Group | Mean Score | Standard Deviation |
| Experimental Group | 81.28 | 3.36 |

Based on the data above, the researcher state that the means score of interest of experimental group is in the strongly interested (81-100). It can be inferred that the students in experimental group are interested in learning vocabulary by using wall chart media.

1. **Discussion**

In this discussion the researcher present the description of data gained from the questionnaire based on students’ interest toward learning English vocabulary. After that, the researcher present the interpretation of students’ vocabulary of both pretest and posttest result and the effectiveness of wall chart media in teaching English based on the results of pretest and posttest.

1. **The Students’ Vocabulary**

In this section, based on the findings of this research the discussion deals by using wall chart media and without using wall chart media in learning English vocabulary. In relation to the use of wall chart in learning vocabulary, Philips (1996:74) stated that, vocabulary is best learned when the meaning of the words is illustrated, for example by picture, an action, or a real object. This help to establish their relationship to other words, so that a vocabulary network is built up. The although both ways, could be applied in teaching English vocabulary, the application of wall chart media in teaching English vocabulary develop significantly. It is proven by the result of students’ score of pretest and posttest of each group, the mean score and standard deviation were analyzed in this case. In treatments by using wall chart media for experimental group, the mean score of posttest is higher than the mean score of pretest (79.8>38.4) and the different is statistically significant because of the t-test of posttest where probability value is lower than alpha (0.00<0.05). While in control group or without using wall chart media, the mean score of posttest is also higher than the mean score of pretest (48.4>35.8) and the difference is statistically significant because probability value is lower than alpha (0.00<0.05). However the developing of posttest of control group (12.6) was not as high as in experimental group (41.4).

It is also strengthened by comparing the mean score of posttest of both groups and then by calculating t-test of posttest. The mean score of students’ posttest in experimental is 79.8. While the mean score of students’ posttest in control group is 48.4. The t-test of the posttest shown that there is a significant difference where probability value was lower than alpha (0.00<0.05). Thus, if both ways are compared in the implementation of teaching English vocabulary, by using wall chart media is better than not using wall chart media. In relation to previous study, Claudia (2012) in her researcher stated that Chart media is one way that can help the students to be able to master the vocabulary in teaching learning process. It is in the line with the statement of Topfer (2010) point out, a design to explain an enrich students’ vocabulary using wall chart is visual, because the learners can see what is visualized by a wall chart, in the form of picture and words.

With hundreds of thousands of words in the English language, teaching vocabulary can be seem like a very daunting prospect. Students will not need to produce every word they learn, some of them will just need to recognize. Selecting what to teach, based on frequency and usefulness to the needs of students is therefore essential (Good, 1959). In the treatment applied, the students are hoped to dig up their vocabulary more than before and also they are expected to be able to use them to produce sentence that can be able to use in their daily activities.

Related to the findings and experts’ statements, the researcher concludes that wall chart media is strongly recommended as one technique developing students’ vocabulary because wall chart media has provided many opportunities for the students to gain many words, and practice their target language.

The findings had proved that using wall chart can develop the students’ vocabulary mastery and can increase students’ interest in learning vocabulary. This is supported by the previous studies Puspa, (2014) in her researcher stated that Learning media using chart is instructional media that appropriate because the vocabulary used according to the material to be taught and teachers can make the desired vocabulary.

**1. The Students’ Interest**

Based on the findings of this research, the researcher made the classification of students’ interest of experimental group. It can be seen in table 4.2. Future the table, there were 8 students or 32% students answered strongly agree on the questionnaires the given, and 17 students or 68% students answered agree by using wall chart media in learning process. In relation to students interest in learning vocabulary Candra (2007) in her researcher stated that most of the students interested in learning by using aids, such as pictures, and games. Students can be motivated to be active in the classroom and it is easy to understand because students see the objects directly. This indicates that using wall chart media can increase to interest students in learning vocabulary, and could increase motivation students."belajar kosakata dengan menggunakan media wall chart dapat meningkatkan motivasi belajar saya dalam meningkatkan penguasaan kosa kata saya" (Learning vocabulary by using wall chart media can develop learning motivation in developing my vocabulary mastery) because interest is a part of motivation. The finding above goes along with the Harmer (1991) states that there are two factors that affect students’ motivation as well as their interest in learning; namely intrinsic and extrinsic motivation. Intrinsic motivation concern what take place inside the learner. Extrinsic motivation consists of two types. First integrative motivation in where the students need to be attracted by the culture of target language community. Second instrumental motivation which describe situation in which students believe that mastery of the target language is need.

By using wall chart media students are more motivated and interested since they felt that had ability to use the language and it would be very important in their future life. " belajar kosa kata dengan menggunakan media wall chart memotisivasi saya untuk lebih semangat belajar" (learning vocabulary by using wall chart media motivates me to learn more enthusiasm) it is in the line with the statement of Harmer (1991) that instrumental motivation which describe situation in which students believe that mastery of the target language is needed.

Another statement of using wall chart media as a media that can increased attention students in learning vocabulary "belajar kosa kata menggunakan media wall chart membuat perhatian saya terfokus" (learning vocabulary by using wall chart media makes me focused) Similar definition of interest is given by good (1995) that interest is a subject-object attitude, concern with condition involving a perception or idea in attention and a combination of intellectual and feeling curiosity condition by experience. It is also in the line with the statement of candra (2007) in her researcher stated that by using wall chart make Students have a high interest in participating in the learning process.

Related to the findings of the research and the statements of above, the researcher concludes that the use wall chart media in learning English vocabulary gives more significant influence to the students’ interest that without using wall chart media. All students in experimental group had high motivation and interest in learning English after received the treatment using wall chart media. It means that the use of wall chart media is effective to develop students’ interest in learning English.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

This chapter consist of two section, the first section deal with conclusion of the students’ vocabulary mastery and another one deals with suggestion.

1. **Conclusion**

Based on the findings and discussion in the previous chapter, the writer comes to conclusions. They are as follows:

1. The students’ on the secondary school grade of SMP Negeri 5 Bitung have high interest in learning English by using wall chart media. Comparing to without by using wall chart media, the use of wall chart media has made students interest to learn English. It is indicated by the mean score of the students interested of experimental group than control group, and experimental group the using of wall chart media it is the strongly interested classification.

2. The use of wall chart media method had develop the vocabulary mastery of the secondary school students at SMP Negeri 5 Bitung. The use of wall chart media in teaching learning process is more effective in developing the students’ vocabulary mastery than without using wall chart media. It is indicated by the mean score of post-test in experimental group which is higher than the mean score of control group (79.8>48.4)

1. **Suggestion**

Since the use of wall chart media in teaching English has been proved more effective in developing the students’ interest and mastery in learning English, the researcher would like to give suggestions as follows:

1. English teachers in teaching vocabulary should give the various techniques in teaching English based on the students’ interest and need. To attract the students’ attention, the teachers should be more creative in presenting the lesson by using wall chart media, so the students are enjoyable to join the learning and teaching process. Using wall chart media in teaching vocabulary must be prepared and considered the appropriateness toward the learning objective, the time allocation and the place with the material he/she presents.
2. Wall chart media is interesting technique in teaching English vocabulary therefore the researcher suggests to the next researcher to explore the literary work to develop vocabulary in research.

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**APPENDICES**

Appendix 1. Vocabulary Test

**Pre-Test and Post-test**

Tulislah nama dan kelas anda pada lembaran soal yang telah disediakan. Jawablah soal pilihan ganda di bawah ini dengan memilih satu jawaban yang tepat menurut anda!

1. **Choose the best answer:**

Guessing the sound from these animals:

1. Frog
2. Croak c. Squeak
3. Bleat d. Hiss
4. Horse
5. Neigh c. Croak
6. Bray d. Roar
7. Sheep
8. Grunt c. Bleat
9. Neigh d. Quack
10. Wolves
11. Call c. Bark
12. Howl d. Grunt
13. Mice
14. Cluck c. Squeak
15. Buzz d. Hiss
16. **Choose the correct Answer**
17. Ahmad and his family…. Planning go to the holiday.
18. Have c. had
19. Has e. Was
20. Jono : Hi Lono, ….

Lono : I’m fine.

1. How are you? c. What are you doing?
2. How do you feel? d. Are you ok?
3. Teacher : Good morning students. How do you do?

Students : Good morning, Miss. ….

1. I’m fine c. How do you too
2. Thank you d. I’m sorry
3. Rani : hello, I’m Rani. Nice to meet you.

Dina : I’m Dina …..

1. I’m fine c. How do you do too
2. Thank you d. Nice to meet you
3. Dirly : Dad, this is my classmate, Rudy.

Rudy : Good evening, Mr. Andi. I’m Rudy’s classmate

Mr. Andy : …………. I’m Dirly’s Father

1. Good night c. Hi
2. Hello d. Good evening
3. **Put a cross to A, B, C, or D to the synonym of the word!**
4. Estimate
   1. Compromise c. decide
   2. Measure d. discuss
5. Escape
6. Runaway c. delayed
7. Leave d. departed
8. Distinguished
9. Well-know c. expert
10. Amateur d. honour
11. Confinement
12. Prison c. gate
13. Cage d. terrace
14. Enshrined
15. Support c. compromise
16. Criticize d. immortalize
17. Occurred
18. During c. since
19. Happen d. become
20. Portrayed
21. Draw c. invitation
22. Writing d. package
23. Space
24. Container c. rank
25. Room d. status
26. Require
27. Take c. need
28. Want d. cat
29. Shoal
30. Single c. group
31. Double d. precede

Appendix 2. Lesson Plan

**Treatment:**

**LESSON PLAN**

School : SMP Negeri 5 Bitung

Subject : English vocabulary

Time Allotment : 80 Minutes (07.30 – 8.50 a.m)

Class : VIII

Semester : Even Semester

Language Focus : Reading

Topic : Narrative text

Objectives :

1. The students are able to identify noun, and verb from the text.
2. The students differentiate between noun and verb.
3. The students are able to determine nouns from the text.
4. The students are able to determine verb from the text

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Step/Phase | Estimated Time | Teacher Role/ Activity | Student Role/ Activity | Patterns of interaction | Success Indicators | Purposes |
| ***Beginning the class***   * Entering the classroom * Everyday greeting * Meeting a new class * Taking the Register * Being Late and Dealing with lateness * Getting down to start (Start with prayers)   ***Running the class***   * Presentation * Starting something new * Telling the objectives * Presenting the materials * Making things clear/Checking students’ understanding   ***Closing the lesson***   * Closure * Checking the time * Setting taking home assignment * Making announcement * Ending the lesson * Saying good bye | *10*minutes    15minutes  5 minutes  30 minutes  10 minutes  10minutes | * The teacher walks politely. * The teacher says hello or some greetings.   -   * The teacher checks the attendances. * The teacher says sorry, apologizes, or accepts students’ apology. * The teacher heads the prayers. * - The teacher explains about the method of learning that will be used in the class.   - The teacher introduces the materials to learn.  -The teacher before the start to teaching must paste the picture that related to the material.   * The teacher reveals the aims of lesson. * - The teacher clearly explains the material narrative text about the legend of Sangkuriang,   -The researcher read or give the text to the students’ about “ the legend of Sangkuriang”  -The teacher classify about nouns and verb from the text.   * The teacher checks students’ understanding about the recent-given materials. * The teacher notices the time whether it is up or nor. * The teacher provides the students assignment / homework. * The teacher announces the next material. * The teacher closes the lesson and recites praying. * Eventually the teacher says good bye. | * The pupils have seat politely. * The pupils respond hello or greeting friendly.   -   * The students listen carefully. * The students do sorrying, giving response. * The students follow the commands of their teacher. * The students pay attention, or might start write if necessary. * The students follow the orders. * The students write the descriptions. * The students response the questions. * The pupils finish the homework, searching the correct answers. * The students listen carefully. * The students respond, by means of praying together under command by the chairman. * The students answer back. | * T-SS * T-SS/SS-T   -   * T-SS * T-SS/SS-T * T-SS   T-SS  T-SS  T-SS  T-SS  T-SS  T-SS  T-SS  T-SS/SSS | 100% Well done  Students eventually know what to learn.  Students finally know the goal they will achieve.  Students understand the points of materials given.  The students can answer the questions correctly.  The students copy the questions in their book note.  Students finally know what to learn next meeting. | To effectively start the class.  To acknowledge students what to learn.  To tell the student the goal of learning.  To present new knowledge among students.  To ensure whether students understand or not.  To strengthen students’ understanding.  To acknowledge students about next meeting material.  To end the class. |

**Materials:**

**“The Legend of Sangkuriang**

A long time ago, there was a man named Sangkuriang. He liked animals, when he was hunting, Sangkuriang accidentally killed his beautiful black dog (si tumang). This **dog** is actually Sangkuriang’s father who had been condemned to live the life of a dog by his guru. However, Sangkuring never knew it.

Sangkuriang had been separated by his mother since childhood. Yet, he was destined to meet his mother again. When on his way home, he stopped at a small village and met and fell in love with a beautiful girl. He didn't realize that the village was neither his homeland nor that the beautiful girl.

Sangkuriang accepted this condition and built a lake by damming the Citarum River. With a dawn just moment away and the boat almost complete, Dayang Sumbi realized that Sangkuriang would fulfill the condition she had set. With a wave of her supernatural shawl, she lit up the eastern horizon with flashes of light. Deceived by false dawn, the cock crowed and farmers rose for the new day.

With his incomplete work, Sangkuriang realized that his endeavor were lost. With all his anger, he kicked the boat that he himself had built. The boat fell over and, in so doing become the mountain Tangkuban Perahu (in Sundanese, Tangkuban means upturned or upside down, and Parahu means boat). With the dam torn assunde, the water drained from the lake becoming a wide plain and nowadays became a city called Bandung (from the word BENDUNG, which means Dam).

Bitung,………….. 2017

Approved by

Kepala SMP Negeri 5 Bitung English Teacher

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NIP. 19710312 200012 008

**LESSON PLAN**

School : SMP Negeri 5 Bitung

Subject : English vocabulary

Time Allotment : 80 Minutes (07.30 – 8.50 a.m)

Class : VIII

Semester : Even Semester

Language Focus : Reading

Topic : Narrative text

Objectives :

a. The students are able to identify noun, and verb from the text.

1. The students differentiate between noun and verb.
2. The students are able to determine nouns from the text.
3. The students are able to determine verb from the text

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Step/Phase | Estimated Time | Teacher Role/ Activity | Student Role/ Activity | Patterns of interaction | Success Indicators | Purposes |
| ***Beginning the class***   * Entering the classroom * Everyday greeting * Meeting a new class * Taking the Register * Being Late and Dealing with lateness * Getting down to start (Start with prayers)   ***Running the class***   * Presentation * Starting something new * Telling the objectives * Presenting the materials * Making things clear/Checking students’ understanding   ***Closing the lesson***   * Closure * Checking the time * Setting taking home assignment * Making announcement * Ending the lesson * Saying good bye | *10*minutes    15minutes  5 minutes  30 minutes  10 minutes  10minutes | * The teacher walks politely. * The teacher says hello or some greetings.   -   * The teacher checks the attendances. * The teacher says sorry, apologizes, or accepts students’ apology. * The teacher heads the prayers. * - The teacher explains about the method of learning that will be used in the class.   - The teacher introduces the materials to learn.  -The teacher before the start to teaching must paste the picture that related to the material.   * The teacher reveals the aims of lesson.   - The teacher clearly explains the material narrative text about the legend of Golden Eggs  -The researcher read or give the text to the students’ about “ the legend of Golden Eggs”  -The teacher classify about nouns and verb from the text.   * The teacher checks students’ understanding about the recent-given materials. * The teacher notices the time whether it is up or nor. * The teacher provides the students assignment / homework. * The teacher announces the next material. * The teacher closes the lesson and recites praying. * Eventually the teacher says good bye. | * The pupils have seat politely. * The pupils respond hello or greeting friendly.   -   * The students listen carefully. * The students do sorrying, giving response. * The students follow the commands of their teacher. * The students pay attention, or might start write if necessary. * The students follow the orders. * The students write the descriptions. * The students response the questions. * The pupils finish the homework, searching the correct answers. * The students listen carefully. * The students respond, by means of praying together under command by the chairman. * The students answer back. | * T-SS * T-SS/SS-T   -   * T-SS * T-SS/SS-T * T-SS   T-SS  T-SS  T-SS  T-SS  T-SS  T-SS  T-SS  T-SS/SSS | 100% Well done  Students eventually know what to learn.  Students finally know the goal they will achieve.  Students understand the points of materials given.  The students can answer the questions correctly.  The students copy the questions in their book note.  Students finally know what to learn next meeting. | To effectively start the class.  To acknowledge students what to learn.  To tell the student the goal of learning.  To present new knowledge among students.  To ensure whether students understand or not.  To strengthen students’ understanding.  To acknowledge students about next meeting material.  To end the class. |

**GOLDEN EGGS**

Long time ago a remote village, in central China was inhabited mainly with **farmers and hunters**. One day, a **poor** farmer lost his entire livestock to flood. He prayed hard to God for help or his **family** would die of starvation.

Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a **goose** and said “ I don’t have any **expensive** thing to give you and hope this goose will help you to ease your hardship.” A week later to almost surprise the farmer found and **egg** in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy.

Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became **lazy, arrogant and spendthrift.** Strangely, the goose only laid one **golden** egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he very much regretted for his foolishness, it’s already too late.

Bitung,………….. 2017

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**LESSON PLAN**

School : SMP Negeri 5 Bitung

Subject : English vocabulary

Time Allotment : 80 Minutes (07.30 – 8.50 a.m)

Class : VIII

Semester : Even Semester

Language Focus : Reading

Topic : Narrative text

Objectives :

* 1. The students are able to identify noun, and verb from the text.
  2. The students differentiate between noun and verb.
  3. The students are able to determine nouns from the text.
  4. The students are able to determine verb from the text

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Step/Phase | Estimated Time | Teacher Role/ Activity | Student Role/ Activity | Patterns of interaction | Success Indicators | Purposes |
| ***Beginning the class***   * Entering the classroom * Everyday greeting * Meeting a new class * Taking the Register * Being Late and Dealing with lateness * Getting down to start (Start with prayers)   ***Running the class***   * Presentation * Starting something new * Telling the objectives * Presenting the materials * Making things clear/Checking students’ understanding   ***Closing the lesson***   * Closure * Checking the time * Setting taking home assignment * Making announcement * Ending the lesson * Saying good bye | *10*minutes    15minutes  5 minutes  30 minutes  10 minutes  10minutes | * The teacher walks politely. * The teacher says hello or some greetings.   -   * The teacher checks the attendances. * The teacher says sorry, apologizes, or accepts students’ apology. * The teacher heads the prayers. * - The teacher explains about the method of learning that will be used in the class.   - The teacher introduces the materials to learn.  -The teacher before the start to teaching must paste the picture that related to the material.   * The teacher reveals the aims of lesson.   - The teacher clearly explains the material narrative text about the legend of Snow White  -The researcher read or give the text to the students’ about the legend of Snow White  -The teacher classify about nouns and verb from the text.   * The teacher checks students’ understanding about the recent-given materials. * The teacher notices the time whether it is up or nor. * The teacher provides the students assignment / homework. * The teacher announces the next material. * The teacher closes the lesson and recites praying. * Eventually the teacher says good bye. | * The pupils have seat politely. * The pupils respond hello or greeting friendly.   -   * The students listen carefully. * The students do sorrying, giving response. * The students follow the commands of their teacher. * The students pay attention, or might start write if necessary. * The students follow the orders. * The students write the descriptions. * The students response the questions. * The pupils finish the homework, searching the correct answers. * The students listen carefully. * The students respond, by means of praying together under command by the chairman. * The students answer back. | * T-SS * T-SS/SS-T   -   * T-SS * T-SS/SS-T * T-SS   T-SS  T-SS  T-SS  T-SS  T-SS  T-SS  T-SS  T-SS/SSS | 100% Well done  Students eventually know what to learn.  Students finally know the goal they will achieve.  Students understand the points of materials given.  The students can answer the questions correctly.  The students copy the questions in their book note.  Students finally know what to learn next meeting. | To effectively start the class.  To acknowledge students what to learn.  To tell the student the goal of learning.  To present new knowledge among students.  To ensure whether students understand or not.  To strengthen students’ understanding.  To acknowledge students about next meeting material.  To end the class. |

**SNOW WHITE**

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn’t have enough money to take Snow White with them. Snow White didn’t want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood.

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; “What is your name?”. Snow White said; “My name is Snow White”. One of the dwarfs said; “If you wish, you may live here with us”. Snow White told the whole story about her. Then Snow white ad the seven dwarfs lived happily ever after.

Bitung,………….. 2017

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Kepala SMP Negeri 5 Bitung English Teacher

**TOMMY MAUDDY PAAT, S.Pd Marni Bawawa**

NIP. 19710312 2000212 008

**LESSON PLAN**

School : SMP Negeri 5 Bitung

Subject : English vocabulary

Time Allotment : 80 Minutes (07.30 – 8.50 a.m)

Class : VIII

Semester : Even Semester

Language Focus : Reading

Topic : Narrative text

Objectives :

1. The students are able to identify noun, and verb from the text.
2. The students differentiate between noun and verb.
3. The students are able to determine nouns from the text.
4. The students are able to determine verb from the text

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Step/Phase | Estimated Time | Teacher Role/ Activity | Student Role/ Activity | Patterns of interaction | Success Indicators | Purposes |
| ***Beginning the class***   * Entering the classroom * Everyday greeting * Meeting a new class * Taking the Register * Being Late and Dealing with lateness * Getting down to start (Start with prayers)   ***Running the class***   * Presentation * Starting something new * Telling the objectives * Presenting the materials * Making things clear/Checking students’ understanding   ***Closing the lesson***   * Closure * Checking the time * Setting taking home assignment * Making announcement * Ending the lesson * Saying good bye | *10*minutes    15minutes  5 minutes  30 minutes  10 minutes  10minutes | * The teacher walks politely. * The teacher says hello or some greetings.   -   * The teacher checks the attendances. * The teacher says sorry, apologizes, or accepts students’ apology. * The teacher heads the prayers. * - The teacher explains about the method of learning that will be used in the class.   - The teacher introduces the materials to learn.  -The teacher before the start to teaching must paste the picture that related to the material.   * The teacher reveals the aims of lesson.   - The teacher clearly explains the material narrative text about the legend of the Monkey and the Crocodile  -The researcher read or give the text to the students’ about the legend of the Monkey and the Crocodile  -The teacher classify about nouns and verb from the text.   * The teacher checks students’ understanding about the recent-given materials. * The teacher notices the time whether it is up or nor. * The teacher provides the students assignment / homework. * The teacher announces the next material. * The teacher closes the lesson and recites praying. * Eventually the teacher says good bye. | * The pupils have seat politely. * The pupils respond hello or greeting friendly.   -   * The students listen carefully. * The students do sorrying, giving response. * The students follow the commands of their teacher. * The students pay attention, or might start write if necessary. * The students follow the orders. * The students write the descriptions. * The students response the questions. * The pupils finish the homework, searching the correct answers. * The students listen carefully. * The students respond, by means of praying together under command by the chairman. * The students answer back. | * T-SS * T-SS/SS-T   -   * T-SS * T-SS/SS-T * T-SS   T-SS  T-SS  T-SS  T-SS  T-SS  T-SS  T-SS  T-SS/SSS | 100% Well done  Students eventually know what to learn.  Students finally know the goal they will achieve.  Students understand the points of materials given.  The students can answer the questions correctly.  The students copy the questions in their book note.  Students finally know what to learn next meeting. | To effectively start the class.  To acknowledge students what to learn.  To tell the student the goal of learning.  To present new knowledge among students.  To ensure whether students understand or not.  To strengthen students’ understanding.  To acknowledge students about next meeting material.  To end the class. |

**The Monkey and The Crocodile**

One day there was a **monkey.** He wanted to cross a river. There he saw a **crocodile** so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very **hungry**, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my **heart**,” said the monkey. “I left it under a **tree**, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.

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**Questionnaire**

Berilah tanda *checklist* (√) pada jawaban yang paling sesuai dengan pengalaman anda selama mengikuti pelajaran.

Dimana:

SS : Sangat Setuju

S : Setuju

N : Netral

TS : Tidak Setuju

STS : Sangat Tidak Setuju

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NO** | **PERTANYAAN** | **SS** | **S** | **N** | **TS** | **STS** |
| 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20 | Saya sangat senang belajar vocabulary dengan menggunakan Media Wall Chart yang digunakan guru.  Belajar Vocabulary menggunakan media Wall Chart sangat menyenangkan  Belajar Vocabulary dengan menggunakan media wall chart memotisivasi saya untuk lebih semangat belajar  Belajar Vocabulary dengan menggunakan media wall chart dapat menambah semangat belajar saya.  Belajar Vocabulary dengan menggunakan media wall chart dapan meningkatkan motivasi belajar saya dalam meningkatkan penguasaan kosa kata saya.  Belajar Vocabulary menggunakan media wall chart mengurangi rasa malu untuk mengungkapkan kosa kata baru bagi saya.  Menggunakan media wall chart dapat meningkatkan rasa percaya diri saya dalam meningkatkan kosa kata saya.  Belajar Vocabulary dengan menggunakan media wall chart sangat menarik.  Belajar Vocabulary menggunakan media wall chart merupakan cara yang efektif dan efisien bagi saya.  Belajar Vocabulary dengan menggunakan media wall chart memberi peluang untuk menemukan kosa kata lebih banyak.  Belajar Vocabulary menggunakan media wall chart memberi saya kebebasan untuk berfikir.  Belajar Vocabulary menggunakan media wall chart membuat perhatian saya terfokus.  Saya bisa berkonsentrasi dalam meningkatkan kemampuan kosa kata saya menggunakan media wall chart.  Saya tertarik karena kata-kata yang terdapat didalam media wall chart tersebut dapat memperkaya kosa kata sata.  Saya tertarik untuk mencari kosa kata baru dalam menggunakan media wall chart.  Saya merasa tertantang meningkatkan kosa kata saya dengan menggunakan media wall chart.  Saya tertarik belajar kosakat dengan menggunakan media wall chart  Saya dapat mengembangkan kosakata saya dengan menggunakan media wall chart  Belajar kosakata menggunakan media wall chart dapat meningkatkan semangat belajar saya  Saya dapat menguasai kosakata lebih banyak lagi dengan menggunakan media wall chart |  |  |  |  |  |

Appendix 4. The raw data of students’ pretest and posttest scores of experimental group and control group

* 1. The raw data of students’ pre-test and post-test score of experimental group

|  |  |  |  |
| --- | --- | --- | --- |
| No | Name | Pretest | Posttest |
| 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21  22  23  24  25 | CS  AS  CT  NB  RS  SR  RL  MB  AT  ET  RM  DM  SM  DL  FP  NW  RB  IT  FP  PL  OS  RH  OM  IL  RL | 40  40  45  45  25  35  40  30  45  45  40  30  40  50  45  40  25  35  45  40  30  40  45  35  45 | 75  85  80  85  75  80  75  80  80  85  85  75  75  90  85  80  80  75  85  80  75  80  85  80  90 |

* 1. The raw data of students’ pre-test and post-test scores of control group

|  |  |  |  |
| --- | --- | --- | --- |
| No | Name | Pretest | Posttest |
| 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21  22  23  24  25 | AS  AT  AL  CT  CT  DM  DL  LS  MA  MM  MT  RM  CL  FP  VU  AU  DU  RA  BM  AL  RR  VP  EW  MM  AM | 35  35  40  40  30  35  35  35  40  45  40  30  35  40  35  35  30  35  40  30  30  35  40  35  35 | 50  50  55  55  50  45  50  40  55  55  50  45  45  50  45  45  45  50  55  50  45  45  50  45  45 |

Appendix 5. The data of pretest and posttest of experimental group and control group.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pretest Experiment** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 25.00 | 2 | 8.0 | 8.0 | 8.0 |
| 30.00 | 3 | 12.0 | 12.0 | 20.0 |
| 35.00 | 4 | 16.0 | 16.0 | 36.0 |
| 40.00 | 8 | 32.0 | 32.0 | 68.0 |
| 45.00 | 8 | 32.0 | 32.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Posttest Experiment** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 65.00 | 1 | 4.0 | 4.0 | 4.0 |
| 70.00 | 1 | 4.0 | 4.0 | 8.0 |
| 75.00 | 6 | 24.0 | 24.0 | 32.0 |
| 80.00 | 9 | 36.0 | 36.0 | 68.0 |
| 85.00 | 6 | 24.0 | 24.0 | 92.0 |
| 90.00 | 2 | 8.0 | 8.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 |  |

Appendix 6. The descriptive statistics of experimental group

**Frequency of Experiment Class**

|  |  |  |  |
| --- | --- | --- | --- |
| **Statistics** | | | |
|  | | Pretest Experiment | Posttest Experiment |
| N | Valid | 25 | 25 |
| Missing | 0 | 0 |
| Mean | | 38.4000 | 79.8000 |
| Std. Error of Mean | | 1.28193 | 1.17189 |
| Median | | 40.0000 | 80.0000 |
| Mode | | 40.00a | 80.00 |
| Std. Deviation | | 6.40963 | 5.85947 |
| Variance | | 41.083 | 34.333 |
| Range | | 20.00 | 25.00 |
| Minimum | | 25.00 | 65.00 |
| Maximum | | 45.00 | 90.00 |
| Sum | | 960.00 | 1995.00 |
| a. Multiple modes exist. The smallest value is shown | | | |

Appendix 7. The Descriptive Statistic of Control Group

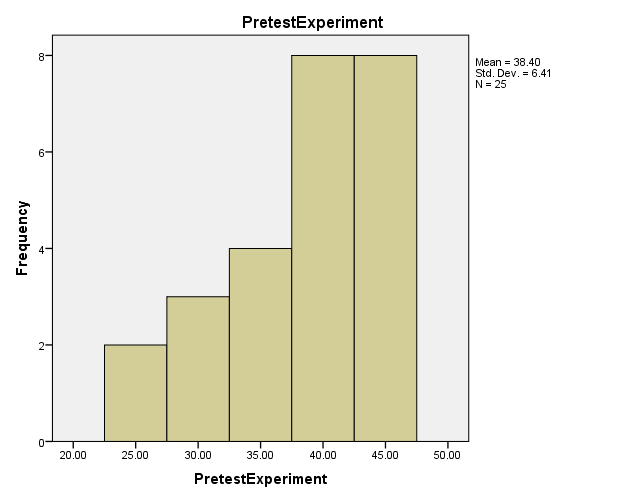
**Frequency of control class**

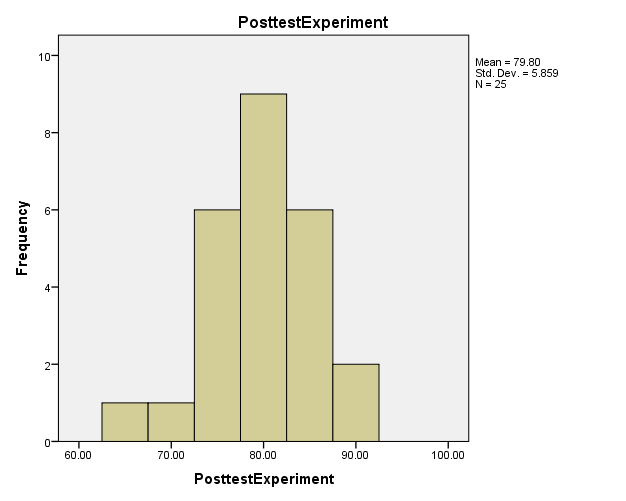
|  |  |  |  |
| --- | --- | --- | --- |
| **Statistics** | | | |
|  | | Pretest Control | Posttest Control |
| N | Valid | 25 | 25 |
| Missing | 0 | 0 |
| Mean | | 35.8000 | 48.4000 |
| Std. Error of Mean | | .80000 | .85245 |
| Median | | 35.0000 | 50.0000 |
| Mode | | 35.00 | 45.00 |
| Std. Deviation | | 4.00000 | 4.26224 |
| Variance | | 16.000 | 18.167 |
| Range | | 15.00 | 15.00 |
| Minimum | | 30.00 | 40.00 |
| Maximum | | 45.00 | 55.00 |
| Sum | | 895.00 | 1210.00 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pretest Control** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 30.00 | 5 | 20.0 | 20.0 | 20.0 |
| 35.00 | 12 | 48.0 | 48.0 | 68.0 |
| 40.00 | 7 | 28.0 | 28.0 | 96.0 |
| 45.00 | 1 | 4.0 | 4.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 |  |

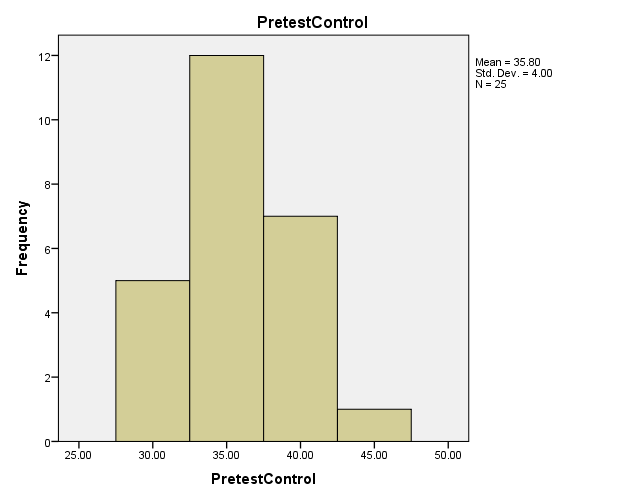
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Posttest Control** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 40.00 | 1 | 4.0 | 4.0 | 4.0 |
| 45.00 | 11 | 44.0 | 44.0 | 48.0 |
| 50.00 | 8 | 32.0 | 32.0 | 80.0 |
| 55.00 | 5 | 20.0 | 20.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 |  |

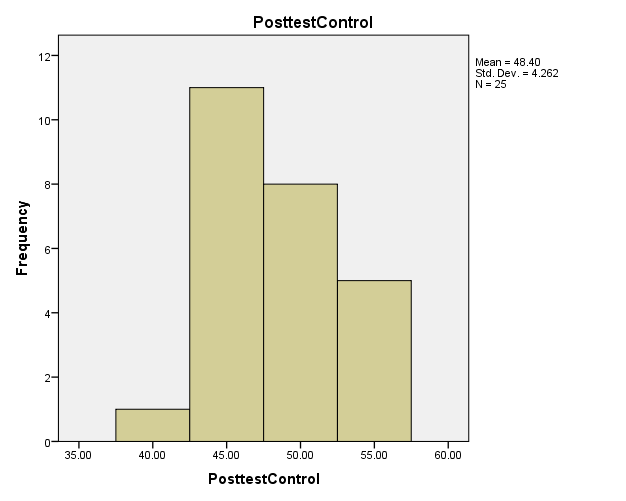
Appendix 8. The Chart of Pre-test and Post-test of Experimental Group





Appendix 9. The Chart of Pre-test and Post-test of Control Group





Appendix 10. Independent T-test

**Independent Sample of T-test**

**Pretest**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Group Statistics** | | | | | |
|  | Group | N | Mean | Std. Deviation | Std. Error Mean |
| Pretest | Experiment | 25 | 38.4000 | 6.40963 | 1.28193 |
| Control | 25 | 35.8000 | 4.00000 | .80000 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Independent Samples Test** | | | | | | | | | | |
|  | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| Lower | Upper |
| Pretest | Equal variances assumed | 6.318 | .015 | 1.721 | 48 | .092 | 2.60000 | 1.51107 | -.43821 | 5.63821 |
| Equal variances not assumed |  |  | 1.721 | 40.232 | .093 | 2.60000 | 1.51107 | -.45344 | 5.65344 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Posttest**  **Group Statistics** | | | | | |
|  | Group2 | N | Mean | Std. Deviation | Std. Error Mean |
| Posttest | Experimental | 25 | 79.8000 | 5.85947 | 1.17189 |
| Control | 25 | 48.4000 | 4.26224 | .85245 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Independent Samples Test** | | | | | | | | | | |
|  | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| Lower | Upper |
| Posttest | Equal variances assumed | .474 | .495 | 21.668 | 48 | .000 | 31.40000 | 1.44914 | 28.48631 | 34.31369 |
| Equal variances not assumed |  |  | 21.668 | 43.843 | .000 | 31.40000 | 1.44914 | 28.47916 | 34.32084 |

**Paired Sample of T-Test of Experimental Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Paired Samples Statistics** | | | | | |
|  | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pretest Experiment | 38.4000 | 25 | 6.40963 | 1.28193 |
| Posttest Experiment | 79.8000 | 25 | 5.85947 | 1.17189 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paired Samples Correlations** | | | | |
|  | | N | Correlation | Sig. |
| Pair 1 | Pretest Experiment & Posttest Experiment | 25 | .490 | .013 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | Pretest Experiment – Posttest Experiment | -41.40000 | 6.21155 | 1.24231 | -43.96400 | -38.83600 | -33.325 | 24 | .000 |

**Paired Sample of T-Test of Control Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Paired Samples Statistics** | | | | | |
|  | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pretest Control | 35.8000 | 25 | 4.00000 | .80000 |
| Posttest Control | 48.4000 | 25 | 4.26224 | .85245 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paired Samples Correlations** | | | | |
|  | | N | Correlation | Sig. |
| Pair 1 | Pretest Control & Posttest Control | 25 | .628 | .001 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | Pretest Control – Posttest Control | -12.60000 | 3.57071 | .71414 | -14.07392 | -11.12608 | -17.644 | 24 | .000 |

Appendix 11. The Data of Questionnaire Concerning Interest of Experimental

|  |  |  |
| --- | --- | --- |
| No | Name | Score |
| 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21  22  23  24  25 | CS  AS  CT  NB  RS  SR  RL  MB  AT  ET  RM  DM  SM  DL  FP  NW  RB  IT  FP  PL  OS  RH  OM  IL  RL | 79  75  79  82  78  87  77  88  81  82  86  85  80  85  79  79  78  79  85  80  85  81  79  82  81 |

|  |  |  |
| --- | --- | --- |
| **Frequency of Questionnaire**  **Statistics** | | |
| Statistic of Questionnaire | | |
| N | Valid | 25 |
| Missing | 0 |
| Mean | | 81.2800 |
| Std. Error of Mean | | .67211 |
| Median | | 81.0000 |
| Mode | | 79.00 |
| Std. Deviation | | 3.36056 |
| Variance | | 11.293 |
| Skewness | | .395 |
| Std. Error of Skewness | | .464 |
| Kurtosis | | -.619 |
| Std. Error of Kurtosis | | .902 |
| Range | | 13.00 |
| Minimum | | 75.00 |
| Maximum | | 88.00 |
| Sum | | 2032.00 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statistic of Questionnaire** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 75.00 | 1 | 4.0 | 4.0 | 4.0 |
| 77.00 | 1 | 4.0 | 4.0 | 8.0 |
| 78.00 | 2 | 8.0 | 8.0 | 16.0 |
| 79.00 | 6 | 24.0 | 24.0 | 40.0 |
| 80.00 | 2 | 8.0 | 8.0 | 48.0 |
| 81.00 | 3 | 12.0 | 12.0 | 60.0 |
| 82.00 | 3 | 12.0 | 12.0 | 72.0 |
| 85.00 | 4 | 16.0 | 16.0 | 88.0 |
| 86.00 | 1 | 4.0 | 4.0 | 92.0 |
| 87.00 | 1 | 4.0 | 4.0 | 96.0 |
| 88.00 | 1 | 4.0 | 4.0 | 100.0 |
| Total | 25 | 100.0 | 100.0 |  |

