ENHANCING VOCABULARY MASTERY OF THE SECOND YEAR STUDENTS OF SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR THROUGH WORD WALL STRATEGY

Muhammad Jufri S

Supervized by:

(Haryanto and SukardiWeda)

Abstract

This research aims to find out: 1) Whether the use of word wall strategy enhances the vocabulary mastery of the students of SMA Muhammadiyah 1 Unismuh Makassar, and 2) Whether the second year students of SMA Muhammadiyah 1 Unismuh Makassar are interested in studying English through word wall strategy to enhance students’ vocabulary.

 The researcher was applied quasi-experiment design. This research was designed into two groups, experimental and control group. The total students of experimental group was 18 and the total students of control group was 16.

The result of the data analysis showed that the mean score of the experimental group in post test was 85.4, while the mean score of control group was 64.8. It means that mean score of the experimental group was higher than of the control group. It was proven by comparison of mean score of pretest and posttest on all level of both groups. The difference of pretest and posttest mean score of experimental group was statistically significant. While the students’ percentage respondents from the questionnaire was 72.75%.

*Key word: enhancing the students vocabulary by using word wall strategy*

**Introduction**

In English teaching and learning process, vocabulary is the important aspect to support the English language component skills, namely, reading, writing, speaking, and listening. There are some factors that we should consider in effective teaching and learning process, so the objective of teaching and learning can be achieved.

Through vocabulary, someone can communicate his/her idea, feeling, emotion, and desire. Sometimes a cleaver person who has good idea must be stopped only because he/she lacks vocabulary mastery. It is very hard for everyone to express his or her ideas in English to other people without word. The teachers and students need much time to learn and practice it; especially the students must study hard not only at school but also outside the school, like at home by attending English course or going to tourism objects to practice their English with native speakers. While, a teachers must have a lot of strategy teaching learning process. That aims is students can study with comfortable and enjoy.

Somepeoplelearnlanguagesveryquickly.The language learning is expected to help the students to know themselves. Language learning also helps students to express their ideas and to participate in their society and especially in the learning process. According to Gusma W. S (2013) “Enriching student’s vocabulary by combining word map and word wall strategies for elementary student”. He said that, word wall strategy is a good strategy in teaching vocabulary especially for elementary school.

This research there two problems statement are: 1) Does the use of word wall strategy enhance the vocabulary mastery of the at Second Year students of SMA Muhammadiyah 1 Unismuh Makassar? And 2) Is the second year student of SMA Muhammadiyah 1 Unismuh Makassar interested in studying English through word wall strategy?the objectives of this research were to find out: 1) Whether the use of word wall strategy enhances the vocabulary mastery of the students of SMA Muhammadiyah 1 Unismuh Makassar, and 2) Whether the second year students of SMA Muhammadiyah 1 Unismuh Makassar are interested in studying English through word wall strategy to enhance students’ vocabulary.

**Research Methodology**

In this research, the researcher applied quasi-experiment design the non equivalent control group design because of there was possibility for researcher to randomize the groups as the sample in this research. This consideration was line with the statement of Gay (2006: 257-258) that sometimes it was just not possible to randomly assign individual participants to group. When random assignment was not possible, a researcher still might choose from a number of quasi-experimental designs that provided adequate control of sources of invalidity.

The researcher used two groups, they are experimental group that the researcher gave treatment by using word wall strategy and control group that were received treatment by using conventional learning strategy by another teacher. Both of groups, the researcher gave pretest and posttest. The pretest was done to find out the students prior competence of vocabulary. Posttest was done to find out the effectiveness of English teaching that focus on vocabulary by using word wall strategy.

This research consisted of two variables namely,they were Independent Variable and Dependent Variable. The Subject in this researchwere the students of the second yearof SMA Muhammadiyah1 Unismuh Makassar 2014/2015. These researches consisted of six meeting and consisted of two classes, they were class A and class B. the researcher took class A (IPA1) as an experimental group that consisted of 18 students,andclass B (IPS2) as a control groupthat consisted of 16 students.The total of both groupswere 34 students. The researcher took a sample by using cluster random sampling. In SMA Muhammadiyah1 UnismuhMakassar that there were 4 classes for the second grade, they were A (IPA 1), B (IPA 2), C (IPS 1) and D (IPS 2). In this research, the researcher took 2 classes they were class A (IPA 1) for experimental group and class B (IPS 2) for control group.

The researcher gavepre-test and post-test to both group and consisted of 50 items in term of essay test.The questionnaire was used to find out the students’ interest in learning. Especially, in enhance students’ vocabulary after given treatment by using word wall strategy.

Table 3.2: Alternative response categorieson the students’ interest

|  |  |
| --- | --- |
| Positive Statement | Negative Statement |
| Score | Categories | Score | Categories |
| 5 | Strongly Agree | 1 | Strongly Agree |
| 4 | Agree | 2 | Agree |
| 3 | Undecided | 3 | Undecided |
| 2 | Disagree | 4 | Disagree |
| 1 | Strongly disagree | 5 | Strongly disagree |

 (Arikunto, 2006: 229)

The mean score of the students were classified into seven levels as follows:

No ClassificationScore

 1 Excellent 96 -100

 2 Very Good 86 – 95

 3 Good 76 – 85

 4 Fairly Good 66 – 75

 5 Fair 56 – 65

 6 Poor 36 – 55

 7 Very Poor 0 - 35

(Depdikbud, 1994)

**Findings**

1. The improvement students vocabulary mastery

Table 4:5. The improvement of students’ vocabulary mastery

|  |  |  |  |
| --- | --- | --- | --- |
| Class | Pre-test | Post-test | Improvement |
| Experimental group | 64 | 85.4 | 33.4% |
| Control group | 63 | 64.8 | 2.86% |

The table above showed the mean score of experimental group on pre-test was 64. It meant the score of students was in fair categories, but after applying word wall strategy in learning process (post-test), the mean score improved to 85.4. It meant the score of students’ was in good categories and the percentage improvement the students’ vocabulary mastery were 33.4%.

 The students’ vocabulary mastery of control group on pre-test, the mean score of students were 63, it meant the score of students was in fair categories. But after applying the conventional teaching strategy (post-test) the mean score of the students improved to 64.8. It meant the students’ score in control group was still in fair category. And then, the percentage of improvement of the students’ vocabulary mastery was only 2.86%

1. The classification of the students interest

Students interest in learning English vocabulary by using word wall strategy

|  |  |  |  |
| --- | --- | --- | --- |
| Range | Criteria | Frequency | Percentage |
| 85-10069-8453-6837-5220-36 | Very high interestHigh interestModerateLow interestVery low interest | 98100 | 5044.45.600 |
| Total | 18 | 100 |

The table above indicated, that the use of word wall strategy was high interest to the students to enhance students vocabulary achievement. Since 9 (50 %) students of 18 respondents were in very high interest category and 8 (44.4 %) students of 20 respondents were in high interest. While none in low interest or very low interested category. The data of students’ response showed that all students decided to agree that the use of word wall strategy was able to enhance students’ English vocabulary.

**Discussion**

1. The students English vocabulary achievement

Based on the previous findings, the application of teaching English vocabulary at the second year students of SMA Muhammadiyah 1 Unismuh Makassar by using word wall strategy could enhance the students’ vocabulary mastery. The result showed that, the mean score of the students’ posttest both the groups increased after giving the treatment. It could be seen through the mean score of the students’ pretest was 64 becoming 85.4 for the experimental group, while the students’ pretest for control group was 63 becoming 64.8.In this case, the score of both groups improved after giving a treatment. but the result of the posttest in experimental group was higher than the control group (85.4>64.8). The result of the posttest indicated that the use of word wall strategy gave significant progress toward students’ achievement.

1. Students interest in learning process by using word wall strategy

The use of word wall strategy was high interest to the students to enhance students vocabulary achievement. Since 9 (50 %) students of 18 respondents were in very high interest category and 8 (44.4 %) students of 20 respondents were in high interest. While none in low interest or very low interested category. The data of students’ response showed that all students decided to agree that the use of word wall strategy was able to enhance students’ English vocabulary.

**Conclusions**

Based on the research findings and discussion in the previous chapter, the researcher concludes:

1. The used of word wall strategy in teaching English vocabulary gave significant effect on students’ vocabulary mastery in *SMA Muhammadiyah 1 Unismuh Makassar*. It could be seen from the students’ mean score of post-test was 85.4 for experimental group, while control group, the mean score of post-test was 64.8
2. The students’ of *SMA Muhammadiyah 1 Unismuh Makassar* were interested in learning English vocabulary by using word wall strategy. It could be seen by the mean score of students’ interest was 72.75. It was classified as high interest.

**Suggestions**

1. The researcher suggested the English teacher to apply the word wall strategy as one of strategy in teaching and learning process, especially in learning vocabulary
2. The researcher hopes the students can use word wall strategy to enhance their vocabulary
3. The researcher recommends to the future researcher to use word wall strategy to enhancing students’ vocabulary, students are more interested and it can increase the quality of the students in learning process.

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