

THE IMPROVING OF STUDEN'T VOCABULARY USING WORD WALL MEDIA IN SPEAKING SKILL AT XI MADRASAH ALIYAH SWASTA AL-FALAH DUSUN JAWA

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Abstrak

Penelitian ini bertujuan untuk meningkatkan kosakata siswa menggunakan media word wall dalam keterampilan berbicara. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK). Subjek penelitian ini adalah siswa kelas XI MAS Al-Falah Dusun Jawa Tahun Pelajaran 2022/2023 yang berjumlah 21 siswa. Objek dari penelitian ini adalah untuk meningkatkan kosakata siswa menggunakan media word wall dalam keterampilan berbicara. Penelitian ini dilakukan dalam dua siklus yang masing-masing terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Data di kumpulkan melalui data kuantitatif dan kualitatif. Hasil penelitian ini menunjukkan bahwa terjadi peningkatan kosakata siswa dalam keterampilan berbicara. Hasilnya menunjukkan bahwa ada peningkatan kosakata siswa dengan media word wall dalam keterampilan berbicara. Rata-rat siklus II 75,23. Hal ini menunjukkan bahwa skor dan rata-rata pada siklus II lebih baik daei pada siklus I. Persentase siswa yang memperoleh poin > 70 juga meningkat. Para Pre-test, siswa yang memperoleh nilai > 70 ke atas sebanyak 2 siswa (9,52%). Pada Post-test siklus I siswa yang memperoleh nilai >70 ke atas sebanyak 10 siswa (47,61%). Pada Post-test siklus II siswa yang memperoleh nilai > 70 sebanyak 19 siswa (75,23). Dengan kata lain peningkatan kosakata siswa dengan menggunakan media word wall dalam keterampilan berbicara meningkat dan menjadi lebih baik pada pertemuan pertama hingga pertemuan berikutnya.

Kata Kunci: Media Word Wall, Kosakata Siswa Dalam Kemampuan Berbicara.

Abstract

This research aimed to improving of students vocabulary using word wall media in speaking skill. This research was conducted by using Classroom Action Research (CAR). The subject of this research was XI grade of MAS Al-Falah Dusun Jawa 2022/2023 academic year which consisted of 21 students. The object of this research was to improve of students vocabulary using word wall media in speaking skill. This research was conducted in two cycles which each consist of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. The result of this research showed that there was increasing of students vocabulary in speaking skill. The result indicate that there was in increasing on the vocabulary of students by using word wall in speaking skills. The mean of cycle II 75,23. It indicate that scores and the mean in cycle II were better than the cycle I. The percentage of students who get poin >70 aso grew up. In the pre test, the studentswho got point >70 up were 2 students (9,52%). In the post test of cycle I students who got point >70 up were 10 students (47,61%). The post-test of cycle II, students who got point >70 were 19 students (75,23%). In other words the improving vocabulary of students by using word wall media in speaking skills increased and became well in the first meeting to the next meeting.

Keyword: Word Wall Media, Students Vocabulary in Speaking Skill

1. INTRODUCTION

Vocabulary plays an important role in language learning and teaching. We could not learn a language without vocabulary because vocabulary is one of the language elements that have direct contribution on the mastery of the four language skills: listening, speaking, reading, and writing. Meanwhile, Speaking is communication skill that can make students to expresses their ideas and an oral communication that expresses the meaning of words between two or more person which can be observed directly. In addition, speaking is the active use of language to verbalize meanings so that other people can make the sense of them.

So, speaking and vocabulary are elements that were very influenced in building a English skill, firstly for speaking. When researchers did an observation at Madrasah Aliyah Swasta Al-Falah Kampung Jawa, researchers found that the problem related to the vocabulary teaching learning process in speaking skill. When the students perform speaking English they are nervous and sutter in expressing the sentence. The students have difficulty to be able speak English because the lack of vocabulary, the students consider that English is a boring and uninteresting subject to learn, and the students lack of knowledge of grammar.

To change the mindset of students that learning English is difficult, the teachers have to creative in teaching. Based on the problem above, the researchers tried to find solution to increase students' vocabulary by using word wall applications to make students' speaking skill more effective. Word wall is an application that can be used as a learning medium, the word wall application has many template that can be created by teachers, and word wall is a game for the whole class that and encourages students to study and review their vocabulary.

2. DISCUSSION

2.1 Vocabulary

According to Similarly in Anggraini (2013: 2) vocabulary is one of the basic elements in achieving all four language skills. Laflamme in Weiser (2013) also stated that vocabulary knowledge is the single most important factor contributing to reading comprehension. Vocabulary is the most important language aspect (Saputri, 2017). It is the primary step for the students if they need to attain their objective in learning English aptitude.

Thanh & KhuatThi Thu Nga (2003) In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading, and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

From the statement of all the expert above, it can be concluded that learning vocabulary in English is very important because without vocabulary students cannot convey what they want to say.

2.2 Speaking

Fulcher (2003:23) states that speaking is the verbal use of language to communicate with others. The statement explains that the function of speaking itself is to convey message in the structure and meaning of all languages. There are so many definitions of speaking in language learning proposed by other experts. According to Bygate (1987) in Leo and Cely (2010), speaking is a skill that deserves attention as much as literary skills in both native and foreign languages.

In addition, Harmer (2001:269) points out that the ability to speak fluently presupposes not only knowledge of language. Features, but also the ability to process information and language 'on the spot'. Louma (2009:20) states further that teaching often talks about speaking as a technical term referring to one of the various skills which language learners should develop and have. From those definitions, it can be concluded that speaking skills include abilities in which learners should develop and have in using language to communicate ideas, knowledge, and information on their minds to others and respond others' ideas in the interaction process based on a certain context in which the language is used.

2.3 Wordwall

Technology based interactive learning media have been provided to support the course learning, one of which is word wall. Word wall is a digital game based application a useful network for delivering material evaluation by educators through various features provided. Word wall is also an application that has various functions, namely: can be a learning media, online based assessment tool or an attractive learning resource for students (Sari & Yarza, 2021).

The Wordwall application is an interesting, interactive, and educational game application for the browser. This application can be an exciting learning resource, a media and an assessment tool for students. Wordwall provides examples of the creativity of teachers to make it easier for new users to use and create the materials provided by the media. Wordwall can be interpreted as a web application that is used to create educational-based games wrapped in interesting quizzes. This web application is, very suitable for designing a learning and assessment tool. Advantages of this application has many templates that can be made by the teacher. This application is not paid for basic option with 5 option templates. Game already made can be directly share via link, Whatsapp, Google Classroom and Email. Many types of game offered by evaluation software this learning, including classic games such as quiz, crossword puzzle, find the match, random wheel, missing word, random card, true or false, math up, whack a mole, group short, hangman, anagram, open the box, wordsearch, balloon pop, unjumble, labeled diagrams and gameshow quiz (Sun'iyah, 2020).

Anagram is a type of word play in which the letters of the first word are usually scrambled to form another word or a sentence, anagrams are often used as code. Researchers are interested in using the word wall application and using anagram templates because it can help improving students vocabulary and train students to think critically.

There are steps to create Anagram by Word wall :

1. Access the site <http://wordwall.net>

Enter the login page, if you don't have an account, please register, click the email address, password and confirm password, and next click done



2. After you successfully login, click Anagram



3. Create Game Anagram, write your question, after you finally create game click done



4. When you have finished creating the game, share link via Whatsapp, Google Classroom, and Email



2.4 Classroom Action Research

The type of this research is Classroom Action Research (CAR). Classroom action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class.

The design of this research is Classroom Action Research (CAR). Then procedure this research is accordance with the classroom action research (CAR) procedure carried out in cycle process. The Classroom Action Research using Kemmis & Tanggart design consist of four phases, they are planning, acting, observing, and reflecting, after doing four phases called one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle.

2.5 The Result

This research was conducted at Madrasah Aliyah Swasta Al-Falah Dusun Jawa class XI. There were 21 students in the classroom, with detail of 14 male students and 7 female students. This classroom action research report is presented by displaying analysis mastery learning. The analysis is used to obtain research result class action taken to determine the improvement of students learning outcomes through the using word wall application type on the material descriptive text for English subjects matter class XI Madrasah Aliyah Swasta Al-Falah Dusun Jawa 2022/2023.

Based on the result of the research, it can be proven that word wall media can improve students's vocabulary in speaking skills. It can be seen from the acquisition of pre-test scores to post-test 1 and continued with post-test 2 which continues to increase. So, it can be concluded that there is an increase in each cycle.

Validity test is carried out to find out whether it is valid or not a questionnaire of each of these variables. The validity of the multiple choice question it has been tested on class XI MAS Al-Falah Dusun Jawa with a total of 20 students. Validity test is done by formula correlation product moment with of application Microsoft Excel 2007. Validity test that has been done in this study are shown in the table following:

Table 2.5 Result of Validity Test

No Item	r count	r table	Criteria
1	0,521	0,4438	VALID
2	0,807	0,4438	VALID
3	0,111	0,4438	IN VALID
4	-0,195	0,4438	IN VALID
5	0,605	0,4438	VALID
6	0,625	0,4438	VALID
7	0,406	0,4438	IN VALID

8	0,528	0,4438	VALID
9	0,447	0,4438	VALID
10	0,447	0,4438	VALID
11	0,646	0,4438	VALID
12	0,605	0,4438	VALID
13	-0,076	0,4438	IN VALID
14	0,449	0,4438	VALID
15	0,1953	0,4438	IN VALID

Information	Criteria	Amount
Valid	1,2,5,6,8,9,10,11,12,14	10
In Valid	3,4,7,13,15	5

After the validity test with 10 questions was declared valid. Then the reliability test was carried out on each item using Microsoft Excel 2007. The researcher using Cronbach Alpha. In the calculation of reliability test the result is 0,851. Then it can be calculated that question is reliability.

Table Result of Reliability Test

Cronbach's Alpha	Items
0,822	10

Table Total of Students

Class	Male	Female	Total
X	15	14	29
XI	14	7	21
XII	10	10	20
Total			70

Table Total of Teacher

NO	Teacher	Position
1	DWI WAHYU WELLYANSYAH, S.Pd	Kepala Madrasah
2	HARRI ARDIKNAS PANE, S.Pd	Geografi, Q.hadist
3	ILYUNDA HASIBUAN, SE	Sosiologi
4	SRI ASIH AGUSTINA, S.Pd	Matematika
5	MAYSAROH SIREGAR, S.Pd	B.indonesia
6	EDDY MORDANI, S.P.d	Sejarah
7	SRI ASTUTI, A.Md	Prakarya, Pkn
8	LIA INDRIANI, S.Pd	B.inggris
9	TRI AGUSTINA, SE	Ekonomi
10	NUR LENI, S.Pd	Akidah Akhlak
11	ERWIN TRI WAHYUDI, S.Pd	B.arab

From the table above, it can be seen that there are 11 educators who teach at Madrasah Aliyah Swasta Al-Falah Dusun Jawa and carry out duties and obligations according to with their respective professions and expertise.

2.5.1 The Result of Cycle I

A. Plan

This phase, the researchers made a planning for the action based upon the problems faced by students toward vocabulary in speaking skills. The action taken by the researcher is to apply the media word wall application. Based on the result researchers planned as follow:

- Prepare word wall media
- The researcher arranged a lesson plan based on the teaching material

- The researcher also prepared the post test 1 to collect the data to know whether there are some students' improvement scores from pre test to post test 1

B. Action

The researchers carry out learning activities based arranged a lesson plan based the teaching material that has been planned an implemented alternative solutions to problems that have been made. The implementation of this action is carried out as much as 1 meeting with an allocation of 2x35 minutes. Learning activities which was carried out at the first meeting. in the first meeting, before involving students' in action learning strategy, the researcher acts as teacher and she done based on the lesson plan before. First the researchers introduced the material of vocabulary. Second, the researchers explained to the students about word wall application and how to use word wall application. Third, the researcher wrote some examples and demontrated how to do it. Fourth, the researcher askedthe students' to work on the questions in the word wall application to improve students' speaking skills.

C. Observe

This observation activity is intended for researchers and students with the aim of know whether the teaching and learning process in accordance with what has been made previously or not. As for seeing the completeness of students from each students in cycle I then at the end of each cycle a test is held formative. The result of the formative test are used to determine the success rate research cycle I.

D. Reflect

The researchs and the teacher evaluted about the conclusion of implementing the action. Based on the result of post test I, they were only 10 students or 47,61% of students who pased the KKM. Then, the researcher and the teacher tried to midufy the action of students in the class could pass the KKM. Instead, the researcher and the teacher felt satisfied enough because their efforts to improve vocabulary of students by using word wall media in speaking skills had been improved proven by score they get although not all the targets accomplished yet. From the reflecting phase above, there must be more dfforts to improve vocabulary of students by using word wall media in speaking skills. This efforts was done in the next lesson plan of cycle II.

2.5.2 The Result of Cycle I

a) Revised Plan

After finding the fact that students' vocabulary in speaking skills is very low, which was proven by their post-test I scores, the researcher rearrange the lesson plan which was used in the previous cycle with some modifications. Beside of that, the researcher still also prepared the observation sheet to ote the classroom activities. Next, the researcher also prepared the post test II to collect the data.

b) Action

The implementation of the data cycle II for 2x35 minutes. This meeting, the teacher asked students the difficulty in using word wall media and try to emphasize some aspect that have not been done yet in the cycle I. The procedures of this strategy were same with the cycle I, researcher tried to the best in teaching students and motivated them to improve vocabulary of students by using word wall media in speaking skills.

c) Observe

Observation aremade on activities that have been carried out with the purpose of whether the teaching and learning process has been in accordance with the planned have been made previously. Observation activities are aimed at researchers and studets' completeness in the cycle I. Each time at the end of each cycle a formative test is held. The results of the formative test are used to determine the succes rate of the second cycle of research.

d) Reflect

The researcher analyze the result of cycle II. Most of the students respond the teacher actively. Furthermore, the teaching learning process is done very well. The researcher felt satisfied because the students have significant improvment from the score they get from Pre test, Post test I, and Post test II. After achieving the targer researcher of where minimaly 70 students who pass the KKM, therefore the researcher decided to stop the Classroom Action Research because it has already succeeded.

3. CONCLUSION

Based on the data description, the conclusion was drawan as following:

1. The learning outcomes of class XI MAS AL-Falah Dusun Jawa students are still low before the applying word wall media namely of 21 students, there are 2 students who complete with a percentage of 9,52%. Students who did not complete were 19 students with a percentage of 90,47%. Wiith a class average of 53,80.
2. The learning outcomes of class XI MAS XI MAS AL-Falah Dusun Jawa. In the subject matter of Descriptive text after the implementation of the word wall media, namley in post test I (Cycle I) of 21 students, students who complete are 10 students or with a percentage 47,61% and students who did not complete were 11 students or with a percentage of 52,38% with an average of 66,91. Furthermore, in post test II (Cycle II) of 21 students, students who complete are 19 students or with a percentage of 90,47% and students who did not complete were 2 students or with a percentage of 9,52% with an average of 75,23. This shows that the use of word wall media can increase students' vocabulary in speaking skills, showed by score they get.

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