

**THE USE OF WORD WALL TECHNIQUE TO IMPROVE STUDENTS'
VOCABULARY MASTERY AT THE FIRST GRADE OF MTS
MU'ALLIMAT NW ANJANI IN ACADEMIC YEAR 2018/2019**



A THESIS

**Presented as a Partial Fulfillment of the Requirements for the
Bachelor Degree in English Language Teaching**

By

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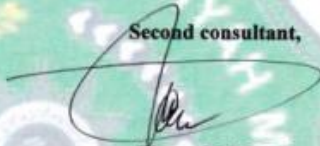
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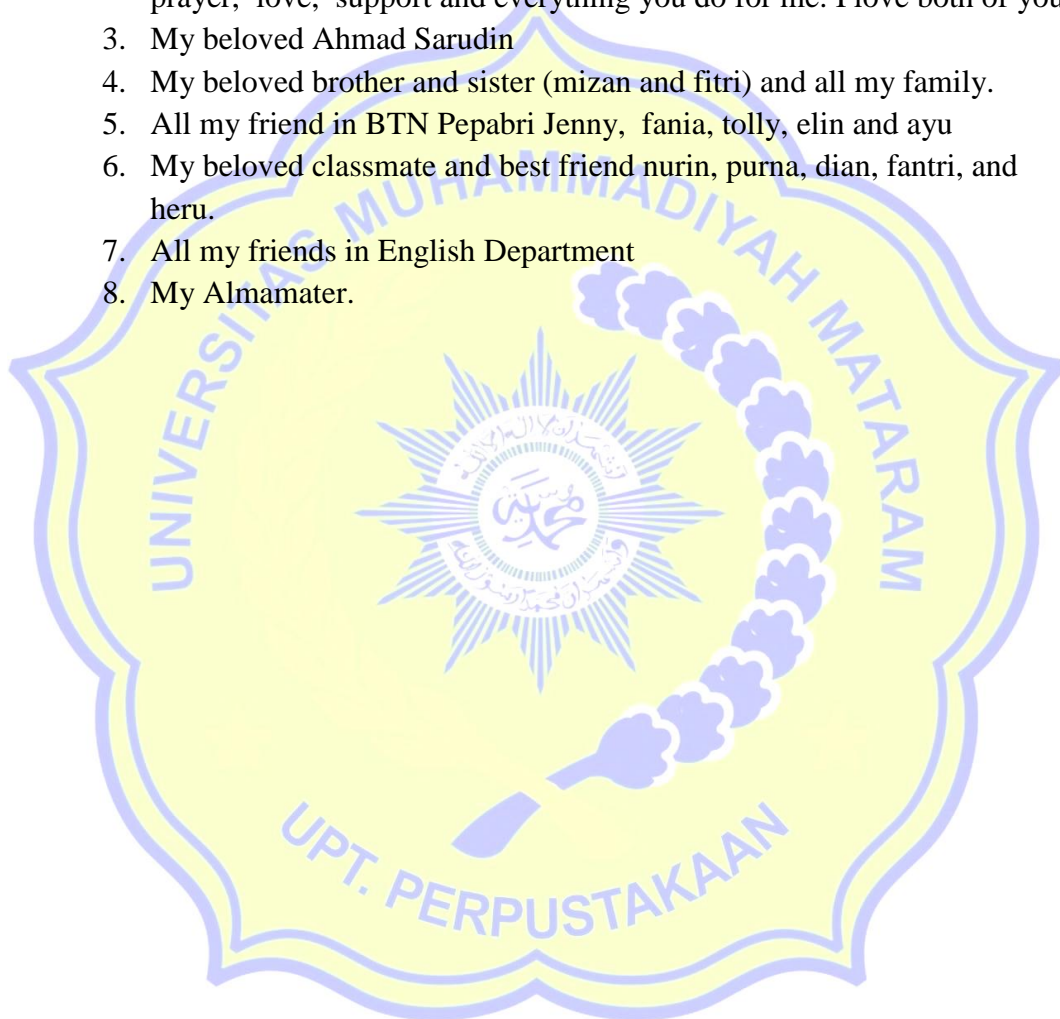
FAILURE ONLY HAPPENS WHEN WE GIVE UP



DEDICATION

This thesis is dedicated to:

1. My beloved parent (Alm. Ramin and Muslihan) thanks for your pray, love, support and everything you do for me. I love both of you.
2. My beloved uncle and aunt (Ihksan and Muslihin) thanks for your prayer, love, support and everything you do for me. I love both of you.
3. My beloved Ahmad Sarudin
4. My beloved brother and sister (mizan and fitri) and all my family.
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6. My beloved classmate and best friend nurin, purna, dian, fantri, and heru.
7. All my friends in English Department
8. My Almamater.



DECLARATION

The autograph below, I am the student of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram state that:

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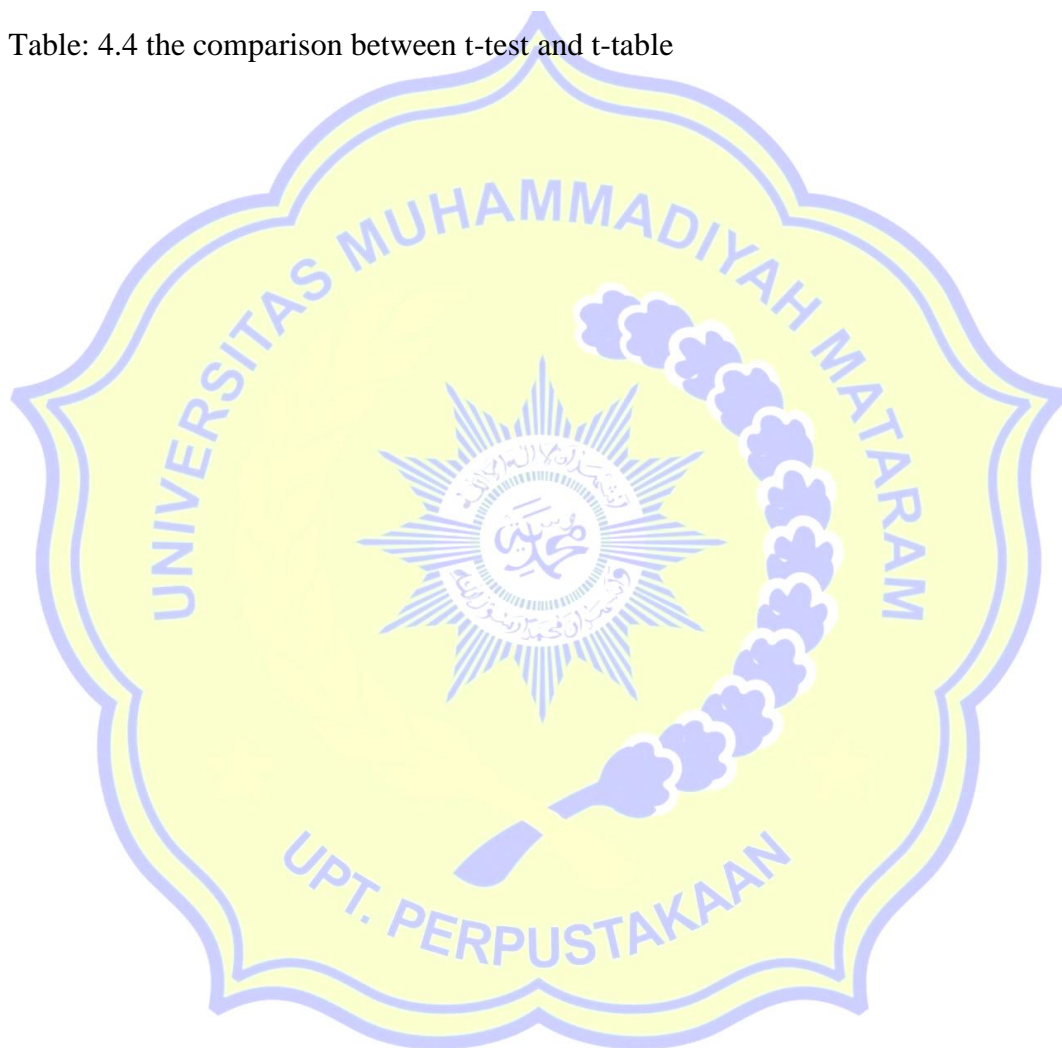
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ABSTRACT

Yusri Huldiana: The Use of Word Wall Technique to Improve Students' Vocabulary Mastery at the First Grade of Mts Mu'allimat Nw Anjani in Academic Year 2018/2019.

This investigation is aimed at finding out whether the use of word wall technique in teaching process has positive effect to improve student's vocabulary mastery at the first grade student of MTS Mu'allimat NW Anjani as object of the research 66 students are involved as the population of research. There were 66 students taken as the sample and divided into two classes. The researcher applied an experimental method which consists of the experimental group and control group, the population of seventh grade at MTS Mu'allimat NW Anjani in academic year 2018/2019 was divided into four classes which consist of class VIIA: 33 students, class VIIB: 33 students, class VIIC: 34 students and class VIID: 32 student. The sample of this research is VII A and VII B of MTS Mu'allimat NW Anjani in the academic year 2018/2019. The instrument of this research was pre-test and post-test which consist 20 items of multiple choices. The first class is experimental group was treated with word wall technique in teaching vocabulary; the second class is control group was treated without word wall technique. The researcher got the score that the experimental group is higher than the control group. In the tests, the mean score of experimental group was 24.84 and mean score of the control group is 14.69. Then the result of t-test in this research was 43.20. Moreover, it was found that the t-test is higher than t-table. The degree of freedom (df) = $n_x + n_y - 2 = 64$. Thus, the degree of freedom used in this study is 64. It was found the t-table (df) of 42 was 1.682 at confidence level 0.05 and 2.386 at the confidence level of 0.01 it means that the alternative hypothesis is accepted.

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, statement of the problem, the purpose of the study, the scope of the study, the significant of the study, hypothesis of the study and definition of the key terms.

1.1 Background of the Study

Vocabulary is one of the essential language components in studying English. It is necessary in the sense that words are the basic building blocks of language, the unit of meaning from which larger structures such as sentences, paragraphs and whole texts are formed (Read, 2000 : 1). The people have to learn vocabulary as basic in learning English. Because, if they have less vocabulary, they will not only cannot understand what the others say, but also cannot make sentences to transfer their messages to other people.

Thus, they will understand English expressions if they have enough vocabularies. “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!” (Thornburry; 2002: 13). So, vocabulary is an important thing to learn English without understands grammar deeply meanwhile sometimes the teachers still find out any problems in students vocabulary.

In the fact at MTs Mu'allimat NW Anjani in academic year 2018/2019, there are some problems; students feel bore and less motivation in learning English. Students think that English is difficult to be learn and hard to memorize vocabulary. Other factor, the teacher creates a tense condition. So, that the students became fearful, the students difficult to understand in learning activity because the students tend to be passive. After the researcher observe, the technique use in teaching English especially teaching vocabulary was monotonous and less innovation.

To cope with these problems and the poor of vocabulary mastery, interesting techniques is use to make students easy to accept learning and used interesting technique involve the students to become more active. There were many of language teaching techniques that can be select for teaching vocabulary; some of teacher use games such as stick figures puzzle card games, wall cards and pictures.

And in this research, the researcher will use word wall technique because it is an interactive medium in the classroom. Cunningham and Allington (1994: 114) state that a word wall is a collection of words that display ongoing supports teaching and learning in the classroom. Words collects on the word wall can be high-utility words. These words are recurrently used in an individual classroom. A topical word wall consists of words relates to theme, text, or unit of instruction; for example, the part of body.

Based on Janet Allen (2006: 7) “word walls are absolutely essential in our classrooms, because teacher and students work together in texts through your shared reading when students encounter unfamiliar words, and when we build concept-related words or topical categories, we need to have the words in full view so that the student can see them and use them in reviews their writing”.

The researcher believes that word wall technique can be the way to minimize the student’s boredom in learning vocabulary. The researcher uses Word wall technique because it is simple and easy media to use. It is cheap but interesting. It is suitable for the school which has limited media to teach English. The teachers do not need to spend too much money for making teaching media. Word wall is a one of media that will help teacher easier to teach vocabulary.

There are several researcher who have done research in word wall; the first writer is Umi Nadhiroh (2010) entitled “The Effectiveness of Word Wall Media in Improving the Fifth Year Students’ Mastery on Vocabulary at SDN 04 Sumberbendo Pucanglaban Tulungagung”, second writer is Ervina Puspita Dewi Rahman (2015) entitled “The Effect of Word Wall Technique on Vocabulary Mastery at Eight Graders of MTs Darul Amin Palangkaraya ”, third writer is Dewa Ayu Oka Trisnawati (2013) entitled “The Effect Visual Word Wall Education Methods and the Project Assessment on English Vocabulary Ability at Fifth Grade Students of Gugus I Kecamatan Gianyar”, and the last writer is Puspita, Erina (2015).

“The Effect of Word Wall Technique on Vocabulary Mastery at the Eight Grades Students of MTs Darul Amin Palangkaraya”.

Starting from this point, the researcher is interested to investigate the influence of using word wall technique to improve students' vocabulary mastery in MTs Mu'allimat NW Anjani in academic year 2018/2019 because there are several problems.

1.2 Statement of the Problem

The problem statement concerning this study: is the use of word wall technique able to improve students' vocabulary mastery at the first grade in MTs Mu'allimat NW Anjani in Academic Year 2018/2019?

1.3 The Purpose of the Study

The objective of this study is the word wall technique able to improve students' vocabulary mastery at the first grade in MTs Mu'allimat NW Anjani in Academic Year 2018/2019.

1.4 The Scope of the Study

The scope of this study focuses on the use of word wall technique to improve student's vocabulary mastery will be taken at the first grade students of junior high school in MTs Mu'allimat NW Anjani in academic year 2018/2019 with topic “I Love Things around Me” and the sub topic is “Things in the classroom” in *When English Rings a Bell book*”. Published on Jakarta 2013 by: Kementerian Pendidikan dan Kebudayaan.

1.5 The Significance of the Study

The result of this study is expected to bring beneficial influencing for the teacher, students and other researcher which are divided into theoretical and practical significant.

1. Theoretically

The theoretical significance of this investigation is that the result of this study is expected to inform about the influence of the use of word wall technique to improve student's vocabulary mastery.

2. Practically

The practical significant that the researcher expects from this research are as follows:

- a. The result of this research is expected to help teacher to find out the alternative way of teaching and improving vocabulary.
- b. The study's purpose is to help the students solve their vocabulary problem acquisition. Furthermore, this research can be used to improve the students mastery in vocabulary and it may guide them to memorize and overcome their difficulties in understand it.

1.6 Hypothesis of study

Hypothesis is guessing or supposition statement about things we observe in order to understand. The hypothesis divides into two categories, alternative hypothesis and null hypothesis:

1. Null hypothesis (Ho)

Word wall technique is able to improve students' vocabulary mastery at the first grade of MTs Mu'allimat NW Anjani in academic year 2018/2019.

2. Alternative hypothesis (Ha)

Word wall technique is unable to improve the students' vocabulary mastery at the first grade of junior high school at MTs Mu'allimat NW Anjani in academic year 2018/2019.

1.7 Definition of Key Terms

To avoid misinterpretation or misunderstanding of any terms used in the study, especially on the reader's side the researcher will give a brief definition on each term.

1. Vocabulary is a word that has meaning and use to convey a language so that when the word arrange such that form the wording in accordance with the grammar (Yusran pora, 2007: vii).
2. Word wall is an interactive tool that can be use in learning to support listening, speaking, reading, and writing. Word wall in the form of vocabulary in writing or in print in the form of large for easy view and it prepare based on the composition of the alphabet and then attach to the wall that allow the students to be able to see it. Words written in the word wall can be a noun, verb, part of speech. (Galih Ariffansyah, "Teaching Vocabulary; Interactive Word Wall Strategy", Let's Study English, 31 May 2013).

3. Technique is one way or tool use by teachers in present the learning when teaching materials that are easy to understand and draw the attention of their students.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about vocabulary of some related research findings, some pertinent ideas, theoretical framework related to vocabulary improvement.

2.1 Vocabulary Mastery

2.1.1 Definition of Vocabulary

Vocabulary is total number of words that are form or arrange in a sentence or some sentence up to be paragraph. Vocabulary also is the one of the language aspect which should be learnt, because vocabulary is a foundation in learning language.

Hornby (2000: 959) states that vocabulary is (range words) know to, or use by person in profession. This definition refers to amount of a words use to communicate by the people in their daily life, it means that the more vocabulary has got, the most easily they talks to others. Vocabulary use implies that those are the vocabulary use by the person in relation to specific purpose (person occupation or real object).

Hornby (2006: 1645) says that vocabulary is: (1) all the word that the person knows or uses, (2) all the word in a particular language, (3) the word that people use when they are talking, and (4) a list of words with their meanings, especially in a book for learning a foreign language.

According to Nation (2008: 66) says that vocabulary is central to the language. The quotations mean that vocabulary is the main element of language. Language is the expression which is constructed by words or vocabulary. Word is tools which used to think, to express idea and feeling, and to learn about world. In language, learning vocabulary is an essential component. It link to four skills of listening, speaking, reading and writing.

Hatch and Brown (1995: 1) define vocabulary as a list of target language word for particular language or a list of word that the individual speaker might be.

It can be said that vocabulary is a word or list with meaning and which is known by the speaker and which is used to communicate among those speakers used by a group or individual.

There are two factors which influence the student vocabulary; they are intrinsic and extrinsic factors. Intrinsic factor means that factor which comes from inside of the student such as: motivation, interest, patience, etc. Extrinsic factor means that factor which comes from outside of the student that affects their learning process such as: economic background, learning material, teacher's performance including their teaching method.

From the definition above, the researcher tries to conclude that the vocabulary is a total number of words symbol of ideas in which it

is to express and to communicate their ideas. So that vocabulary is very wanted by the language learners to master language skills.

2.1.2 Types of Vocabulary

There are some opinions about types of vocabulary; Hatch and Brown (1995: 370) states kinds of vocabulary are receptive vocabulary and productive vocabulary.

Receptive vocabulary is a word which the students recognize and understand when they occur in context but it cannot be produced correctly. It refers to the words which the students know when they listen and read or the words they know when the students receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, the first way is making some notes of the words and finding out the synonym and antonym, another way was looking in the dictionary. Receptive vocabulary is the process of learning vocabulary through listening and reading.

While productive vocabulary is a word which the student understand, can be pronounced correctly and be used constructively in speaking and writing. Those points of vocabulary are important to improve the students' vocabulary mastery.

Another opinion by Scott Thornbury (2002: 1) states that there are six kinds of vocabulary, they are follows:

1. Word Classes

It is known well as parts of speech such as noun, verb, adverb, adjective, pronoun, preposition and conjunction.

2. Word Families

It clarifies about affix and the shift of word.

Example: play-plays-played = inflected

Play-replay-playful = derivatives

3. Word Formation

Word formation can denote either a state or a process, and it can be viewed either diachronically. Example:

1. Compounding = second-hand, word processor, type researcher

2. Blending = information + entertainment = infotainment

3. Clipping = electronic mail = email

Influenza = flu

4. Multi-Words Units

Are complex lexical units, uses a sufficient range of vocabulary to allow some flexibility and precision?

Example: happy – pleasure

Angry - mad

5. Collocation

It can be called as two words usually found together.

Example: this week, once more, once again, as well.

6. Homonyms /Word Meaning

It has same form but different in meaning.

Example: Well = sumur

left = kiri

Well = baik

left = berangkat

Aspect of Vocabulary

There are three aspects to teach vocabulary. These are:

a. Meaning

The teacher will try to get the meaning for class without using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocate as it enables the class to go without grasping the meaning of a word that they learn to pronounce rather than to depend upon the translation.

b. Spelling

The students will know how to spell the word and how this differs from similarly pronounce word.

c. Pronouncing

Pronouncing the word enables the student to remember it longer and identify it more readily when they hear or see it.

Those are the main aspects that should be implementing in teaching vocabulary.

2.1.3 Strategy in Vocabulary Mastery

It is important to know about learner's strategies. (Hatch & Brown, 1995: 373) mention five essential steps in vocabulary learning that represent what learners must do. The five steps are: "(1) having sources for encountering new words, (2) getting a clear image, either visual or auditory or both, for the forms of the new words, (3) learning the meaning of the words, (4) making a strong memory connection between the forms and meanings of the words; and (5) using the words. (Schmitt and McCharty, 1997: 326) divide the taxonomy of vocabulary learning strategies into four groups, namely:

1. Discovery Strategies

In this stage, when learners do not know the words, they must discover their meaning by guessing from structural knowledge of the language.

2. Social Strategies

A second way to discover new meaning employs the social strategy of asking someone who knows. Teachers are often in this position. They can be asking to help in a variety of ways. They can

be asking to help in a variety of ways: giving the translation, giving a synonym, definition, and paraphrase.

3. Memory Strategies

Most memory strategies involve relating the word to be retain with some previously learners' knowledge, using some form of imagery or grouping. The strategies use in this stage are pictures/imagery, relate words, unrelated words, grouping, etc.

4. Cognitive Strategies

Language strategies in this taxonomy are similar to memory strategies, but are not focus specially on manipulative mental processing; they include sorting, classifying, comparing, predicating, repeating and using mechanical means to study vocabulary.

2.1.4 Techniques in Teaching Vocabulary

Teaching vocabulary is an important role in English teaching to improve the effectiveness and efficiency, teachers will not only understand the students' difficulties of word study, but also use some useful strategies and methods. Only in this way can help to improve the students' language competence and their ability to use English freely in communication.

Teaching vocabulary is one of the ways to develop English competence of person who are learning English, because vocabulary is

one of the success keys in learning English. Teaching vocabulary development involves more than teaching the definition of technical or unfamiliar words in texts. Many encounters with a word in meaningful contexts are needed for student to acquire it. It also requires understanding how the words are learned in non-instructional contexts through conversation and reading.

There many kinds of techniques that can be apply in teaching vocabulary. Allen (1983) mentions some techniques of vocabulary teaching that can be prepare and choose as follows:

1. Demonstration

The technique, which belongs to demonstration, is gesture and action performing. The teacher can use real objects and command. Teacher may demonstrate the material using of real objects available in the classroom such as door, windows, clock, desk, etc. when use a command technique, teacher may ask students to do something such as touching the pen, pointing the picture and so on.

2. Visual aids

Visual means something visible. Teacher may use visual aids in the teaching of vocabulary to enable students to observe and identify the objects vividly. Besides that, visualization may interest the students in their learning vocabulary.

3. Verbal Explanation

Verbal explanation can be carrying out through definition and translation. Allen (1983: 4) states that teacher can use explanation in the students' own language, definitions in simple English, and using vocabulary that students have already known to show the meaning. For instance, the word 'umbrella' can be introduced by explaining what it looks like and when the people usually use it.

4. Word List

When using word list technique, teacher will pay attention to vocabulary selection. The words teach have to relate and appropriate base on the student's level.

From all the explanations above, it can be concluded that vocabulary is stock of words use by a person or class. It contains list or set of words for a particular language. The vocabulary teaches in first grade students of junior high school have some characteristics such as: simple, recognizable, interesting and can be found in the nearest environment or classroom. Referring to the syllabus for the in first grade of junior high school which is as the limitation of vocabulary area presented in this thesis, it includes the topic of "I Love Things around Me" and the sub topic is "Things in the classroom" that can be taught through instruction. The terms of instruction will be various depending on the combination between the certain object and its

instruction such as: *Show me your book please! How many tables in the classroom? Etc.*

2.2 Word Wall Technique

2.2.1 Definition

According to Ngalimun (2013: 10) he states that technique is the way to implement the method.

Abdul Majid (2013: 232) states that technique is ability, strategy or method done by the teacher in learning activity to get the good result. Technique is implementation that happens in learning activity. Example of learning technique, it can be seen from student-teacher activities in the class.

According to Cronsberry (2004: 3) a word wall is a group of words that are displayed on the wall, bulletin board, chalkboard, or a whiteboard in a classroom. Word wall is designed to be an interactive tool for students or other to use, and contains an array of words that can be used during writing or reading (Galih: 2013). Then, according to Allen (grades: 120) word walls can work in a variety of ways to support reading, writing, and talk in classrooms.

Cunningham and Allington (2007: 119) state that a word wall is a collection of words that displayed ongoing supports teaching and learning in the classroom. Words collects on the word wall could be high-utility words. These are words that are use often in an individual classroom. A topical word wall consists of words

relates to theme, text, or unit of instruction; for example, the part of body.

Based on Janet Allen (2006: 70) “word walls are absolutely essential in our classrooms, because teacher and students worked together in texts through your shard and reading when students encounter unfamiliar words, and when we build concept-related words or topical categories, we need to have the words in full view so that the student can see them and use them in reviews their writing”.

From that explanation, the researcher concludes that word wall is a collection of word that displays to support teaching and learning process in classroom. It is absolutely essential because it makes the teacher and the students work together.

Other definition of the word wall is a categorical listing of words that have to teach in the classroom and display on the wall. Then the students can refer to reviews these words during direct instruction or throughout the day.

The most effective word learning walls are use as a reference. Other factors:

1. To teach essential words to ensure basic skills.
2. To create a reliable technique to achieve basic literacy.
3. To provide support during literacy activities.
4. For students to develop a relationship with words.

2.2.2 Kinds of Word Wall

a. Quick Definitions

Students choose and write the word to match the definitions. Repeat the process encouraging students to review all the words as they select the answer.

b. Word Picture

Working in teams, students select one of the words from the word wall and illustrate it on the board. The opposing teams got a point for a correct guess and illustrates another word

c. Guess the Word

Students guess what the word meant and it was definition in English.

d. Mind Readers

The teacher thought of a word on the word wall and gave five clues to that word. By the fifth clue, students should all know the word. If success clues confirm a student's earlier guess, students can just write the word again

In this research, the researcher will use word picture and mind readers because it is make more interaction between teacher and students.

2.2.3 The Strengthens and Weakness of Word Wall

There are some strengthens of using word wall technique in teaching vocabulary, Word walls provide students with easy access

to words they need to know during activities. Other strengthens a word wall serves a variety of purposes, include the following:

1. Provides a visual for students that help them to remember words.
2. Serves as an important tool for helping students learn to read.
3. Foster student independence.
4. Promotes reading and writing.

The Weakness of using word wall technique as follows:

1. Require time to develop.
2. Require equipment to reproduce.
3. There were sometimes viewed as busy work.

To overcome the Weakness above the teacher will prepare the material and Word Wall well, gave explanation how to make it clearly, and manage the class effectively.

2.2.4 Characteristic of Word Wall

According to Brabham & Villaume every teacher is different when deciding on how to display, arrange, and use word walls in the classroom, but there are some common characteristics:

- a. All are collections of words that are developmentally appropriate for study by students in the classroom.
- b. Words are selected for specific instructional purposes.
- c. Collections are cumulative; as new words are introduced; familiar words remain for further study.

- d. Activities and talk about word walls provide conversational scaffolds that structure the ways that students study, think about, and use words.
- e. Words on walls serve as visual scaffolds that temporarily assist students in independent reading

2.3 Teaching English Vocabulary by using the Word Wall Technique

2.3.1. Role of Teacher

This technique can be used before, during or after reading. The teacher uses the word wall to introduce new vocabulary prior to reading. During the reading, students are encouraged to find words that were unfamiliar and that shall be place on the word wall to learn.

After reading, the class may also review or practice, review such as when the teacher ask the students to “read the wall”, then they find the unfamiliar word on the word wall and they understand the meaning.

As a result, word walls are a resource for students and shall be used when they are looking for new and interesting words to use in reviews their writing.

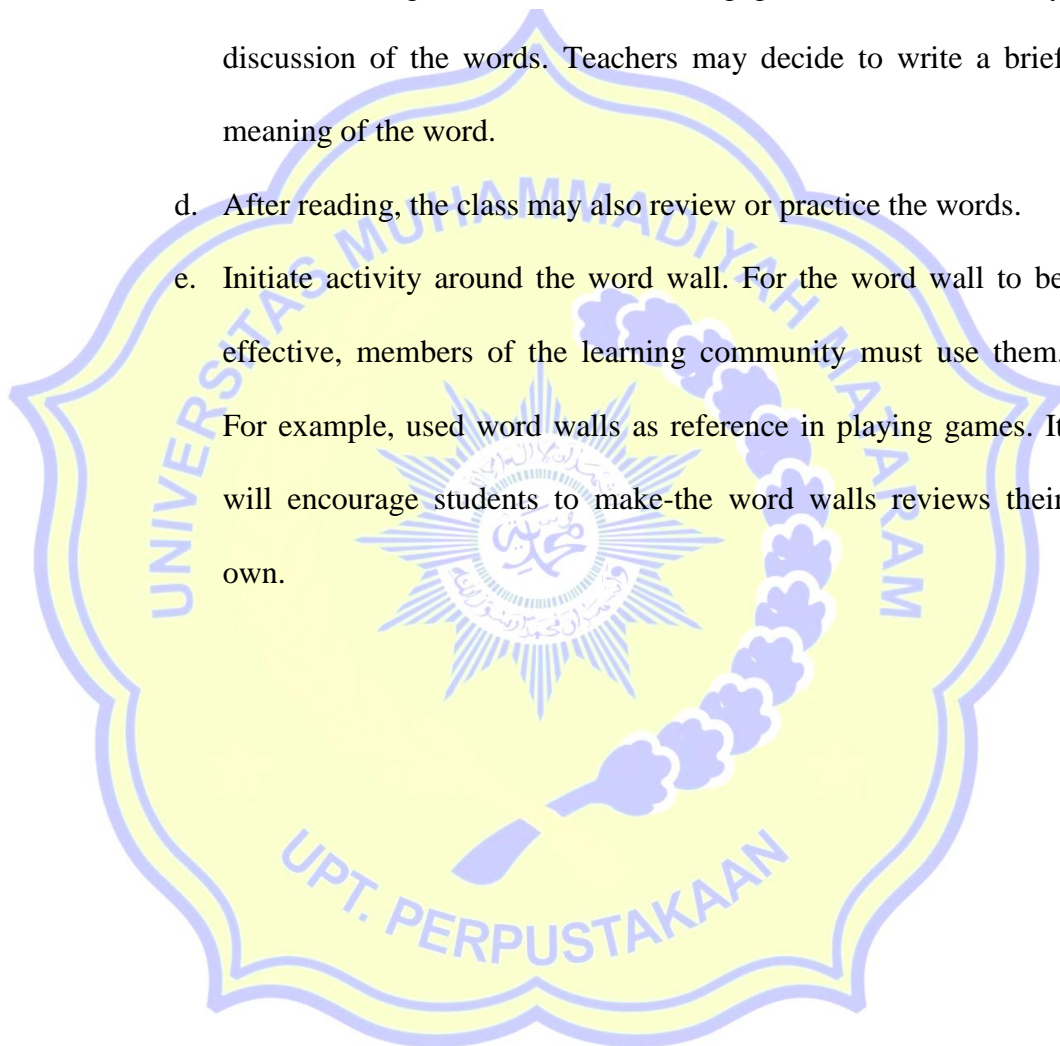
2.3.2. Steps in Teaching Vocabulary

To implementation word wall in learning:

- a. Establish a purpose for using the word wall. Word walls may be use to help students learn a word frequency, or they may be use

to develop vocabulary around a theme. For example, the things around the students or anything wants to teach.

- b. Select the words that are target for instruction. Select a few words for teaching and post them on the wall.
- c. Before reading, teach the words. Engage students in a lively discussion of the words. Teachers may decide to write a brief meaning of the word.
- d. After reading, the class may also review or practice the words.
- e. Initiate activity around the word wall. For the word wall to be effective, members of the learning community must use them. For example, used word walls as reference in playing games. It will encourage students to make-the word walls reviews their own.



CHAPTER III

RESEARCH METHOD

This chapter covers research method that is used in the study. There are research design, research setting, population and sample, research instrument, techniques of data collection and technique of data analysis.

3.1 Research Design

This study adopts experimental research. According to Gay (1996: 390) experimental is the only type of research that can truly test hypothesis concerning cause-and-effect relationship. It represents the most valid approach to the solution of educational problems, both practical and theoretical.

The method that was used in this research was Quasi Experimental with the Non equivalent Control Group Design. According to Nunan (1992) Quasi Experimental is giving pre-test and post-test, using control group and there is no determination of subject randomly. In this study, the researcher used quasi experimental because the researcher believed that quasi experimental help the researcher to investigate that word wall technique able to improve students' vocabulary at the first grade of MTs Mu'allimat NW Anjani in academic year 2018/2019. There are some procedures that was used in this research as like the researcher divided the group into two groups namely experimental group and control group first group call experimental group was treated used word wall technique, while second group call control group did not use word wall technique.

3.2 Research Setting

The research carried out on 6th of July until 5th of August 2019 at MTs Mu'allimat NW Anjani in academic year 2018/2019.

3.3 Population and Sample

3.3.1 Population

Scarvia B, Anderson (1975: 339) defines that population is a set of all number of elements possessing one more attributes of interest. This research, the definition of population applied is that a set of elements and a character having at least the same categories. The target population as the subject of study is first grade in MTs Mu'allimat NW Anjani on academic year 2018/2019 which consists of 66 students and divided into two classes, they are VII A and VII B. Each class consists of 33 students.

3.3.2 Sample

The small group that is observed is called a sample. A sample is a portion of a population (Ary, Jacobs, and Sorensen 2010:153). Setyosari (2015: 220) states that sample is a group of objects, people, events, and so on which is a representation of the whole. According to Arikunto (1975: 339)" if the population less than 100 or so it is suggested to take all as sample, but if they are more than 100 or so we can take only 10%, 15%, 20%, 30%, 35%, etc.

From the theory above of sample technique, the population was less than hundred so the researcher took all of them. There were 66 students and divided into two classes namely: VII A and VII B. From both of classes the researcher do not randomized them to divide which class be experimental group and control group but the teacher merely choose class VII A as experimental group and class VII B as control group.

3.4 Research Instrument

Score is the result of work gives the figures obtained by adding up the numbers for each items in the correctly test while the value is a number (can also letter) which is the result of change score Sudijono (2007:309). Arikunto (2013: 136) states that instrument is element important to find out result research, so the researcher has to prepare the instrument well. The researcher used test for collecting data by test (pre-test and post-test).

3.5 Techniques of Data Collection

The data needed in the research the researcher applied the following steps:

3.4.1 Pre Test

This was the first step in gathering the data; the researcher gave the students' pre test in the first meeting in the classroom. That pre test aimed to know underlying knowledge of the students in vocabulary. The kind of test is multiple choices and the topic is "things in the classroom" with 20 questions. The weight of each question in the

test was 5 if correct and 0 if wrong. The student's correct answer and duration of the time was 60 minutes.

3.4.2 Treatment

The treatment was presented word wall technique for experimental class, after the researcher gave the students pre-test while in class control not teach used word wall technique. The treatment of word wall technique was for experimental class before the researcher gives the students post-test. The researcher came to the class with the students in order to know how far the students collect their vocabulary. The treatment was given by researcher after pre-test and took value score with gave post-test.

3.4.3 Post Test

The post-test was in the last of meeting for knowing does word wall technique can use or not in teaching vocabulary. The item test consists of 20 questions of multiple choices with the topic "things in the classroom" when the weight of each question is 5 if the answer is correct and zero if the answer incorrect. The student's correct answer and duration of the time is about 60 minutes. The test is same as the one is given in pre test but the number was randomized.

3.6 Techniques of Data Analysis

Obtain the students score of both groups, the researcher will process the score with the following steps:

- a. The researcher would calculate the means score of both experimental and control group.
- b. The researcher will draw standard deviation scores of two groups.
- c. The researcher testing the significance of two deviations score:
 1. Means score of experimental group

$$Mx = \sum \frac{x}{N}$$

And

Means score of control group

$$My = \sum \frac{y}{N}$$

Where:

M : The mean score of the two groups

X : The student's final score for experimental group

Y : The student's final score for control group

N : Is the number of sample

Σ : Is the sum of...

2. Finding the standard deviation of two groups. The formula as follows:

Find out the standard deviation of experimental group, the formula is:

$$\sum x = \sum x^2 - \frac{(x)^2}{Nx}$$

Where:

$\sum X^2$: The standard deviation for experimental group

N : The number of sample

N_x : The sample of the experimental group

Find out the standard deviation of control group, the formula is:

$$\sum y = \sum y^2 \frac{(y)^2}{N_y}$$

Where:

$\sum X^2$: The standard deviation for control group

N : The number of sample

N_Y : The sample of the control group.

3. The last in the testing hypothesis of this research, researcher will use the t-test

$$T = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x - N_y - 2}\right) - \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

M_x : Mean score of control group

M_y : Mean score of experimental group

N : Total number of the subject

X : The deviation of control group

Y : Deviation of experimental group

- If $t\text{-test} < t\text{-table}$ in the significance of 0, 05 ($p=0, 01$) H_0 is rejected.
- If $t\text{-test} > t\text{-table}$ in the significance level of 0, 05 ($p=0, 01$) H_0 is accepted.

(Arikunto, 2013:354)

