THE USE OF WORD WALL MEDIA IN THE TEACHING VOCABULARY TO THE SEVENTH GRADE STUDENTS

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Abstract

This study is aimed to know how the teacher using word wall media in teaching of vocabulary at SMPN 30 BATAM, and the students' perception about the use of word wall media in the teaching of vocabulary. The subject of this study is students of the seventh grade at SMPN 30 BATAM. The method used in this study is phenomenological research. The data collection involved observation, interview, and documentation.

The results of the study is indicated that are word wall media is the right medium in mastering vocabulary in teaching vocabulary according to the steps taken by teacher and the most students of seventh grade had positive responds about word wall use in teaching vocabulary at SMPN 30 BATAM. It can be seen based on the word wall wrote down with large letters on the color of a piece paper, it is very interesting and make easy to memorize some difficult vocabularies; and vocabulary mastery can develop by looking for synonym and antonym of that vocabulary; and also the students' perceptions that word wall media make student more easily to understand some vocabularies. Therefore, the researcher suggests for the English teacher to use word wall media in teaching of vocabulary.

Keywords: Vocabulary Mastery, Word Wall Media, Students Perception

INTRODUCTION

It is necessary for student to have a lot of vocabulary to good communicate with other people, because vocabulary is one of the basic element of language. Thornburry (2002: 13) stated that "without grammar little can be conveyed, without vocabulary nothing can be conveyed". It means that if someone wants to be able to convey meaning, they need vocabulary. Vocabulary plays an essential role in expressing ideas and thought (Setyowati,2015). So, it is very important to know many vocabularies because vocabulary is needed by people to understand the meaning of words and help them to communicate and express their ideas. Besides that, according to Anisa (2018), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Beside that, Utari et. al (2020) pointed out that vocabulary is a collection of words that play a significant role in English. Without vocabulary, we are not able speak, read, write or listen in English. Hiebert and Kamil (2005:3) argue that vocabulary is knowledge about the meaning of words. This means that vocabulary is a fundamental element of language and important for student to understand the meaning of the words.

In the reality, a large number of students in Junior High School are difficult to remember vocabularies in Learning English. Teachers still use old method in the process of teaching and learning English, especially in understanding and memorize new vocabulary that teachers normally only introduce new English words to students and ask them to look up the definitions in dictionaries. Another issues is that a lot of students do not bring dictionary in English class. As a result, the process of teaching and learning English is inefficient. In fact, understanding vocabulary is generally considered an important part of a language learning process. Someone cannot express a language if they do not understand the vocabulary of that language. As a result of their lack of understanding a relatively inadequate vocabulary also makes them often have difficulty understanding the meaning of words. So, the teachers must aware about that problem and also must have a new learning to make students happy and enjoy.

One of the schools that the teacher already aware of the problems that often occur in understanding new vocabulary as described above, the name of school is SMPN 30 BATAM. The teacher at SMPN 30 BATAM also already implements a new learning media in mastering vocabulary that can make it easier for students to remember and memorize vocabulary easily. The media is called word wall media. Word wall media is very effective for learning English, especially vocabulary. Ramadhan and Zaharani (2021) stated Word wall media is the right medium to make student feel less bored and they become easier to understand vocabulary. According to Timumun (2020), a word wall is a part of words or a collection of words used to teach vocabulary, letter-sound correspondence, spelling, and more. Novalia, et.al

(2019: 4) says that word wall is a great way to make the teaching and learning process becomes more interesting and enjoyable. Besides that, word wall is wonderful because it is a systematically organized collection of colorful words displayed in large letters on a wall in the classroom Besides that, word wall is wonderful because it is a systematically organized collection of colorful words displayed in large letters on a wall in the classroom according to Cunningham (1999). In line with Triariani (2020), word wall is a systematically organized collection of words structure in big letter on a wall or other big structure place in the classroom Using word wall in teaching vocabulary is assumed to enrich students' vocabulary. In addition, According to Cronsberry (2004:3), a word wall is a group of the words that is hung in the classroom of the wall, bulletin board, whiteboard or blackboard. The text is printed of wide enough to be easily viewed from any seat. These words can come from the teaching and learning of teachers and students. Therefore, the word wall can be seen anytime and anywhere in the classroom. Other features of word walls, based on Callella (2001:3), word walls are visual tools to help students remember connections between words. Mariati (2018) also explained that the word wall is an effective medium for student to apply, because the word wall medium works by pasting the vocabulary in the word wall in a wide size so that student can read it from a distance.

Understanding new vocabulary at SMPN 30 BATAM is very unique because of the use of the word wall media based on relevant chapter and the learning outcomes obtained are also good. It's all because their English teacher uses word wall media in mastering vocabulary. The teacher writes down some vocabularies on a piece of paper that are in the text at each meeting from the English manual that this school uses "When English Rings a Bell (2017), Class VII." The teacher also redeveloped the vocabulary by looking for synonyms and antonyms to expand and increase understanding of vocabulary. The words are written with large letters and using colour writing, then pasted on the wall based on alphabetical. There are the result of the usage of phrase wall media in mastering vocabulary at SMPN 30 BATAM: students' vocabulary has increased compared to before; they can express and speak English fluently because they already know a lot of vocabulary; at first they thought English was difficult and then turned into fun, very excited when they want to learn and were not shy or confident when talking in front of the class.

The purposes of this study is to how the teacher use word wall media in teaching of vocabulary at SMPN 30 BATAM, and the student perception about the used of Word Wall Media. To reach purpose this research, the researcher sets out two questions below:
1. How does the teacher use the media of word wall in teaching vocabulary at SMPN 30 BATAM?

2. How are the students' perception about the use of word wall media in the teaching of vocabulary at SMPN 30 BATAM?

METHOD

Design

The researcher used a phenomenological research design. Phenomenological research is one of the types of qualitative research. A phenomenological study is designed to describe and interpret an experience by determining the meaning of the experiences as perceived by the people who have participated in it (Ary, et.al, 2010: 471). It means that phenomenological research describes the meaning for several individuals of their lived experience of a concept or a phenomenon. This study uses a phenomenological study as a sample based on how teachers use Word Wall Media when teaching vocabulary at SMPN 30 BATAM, and students' experiences or perceptions of use Word Wall Media when teaching about vocabulary. The study focused on English teacher and seventh grade students at SMPN 30 BATAM.

Subject or Participant

The Subject of the research is the students of SMPN 30 BATAM, especially the students' in VII grade. The researcher will take one class only in the number of 20 students, but he researcher just choose 5 students of 20 students in VII 2 as informant.

Instrument

The researcher uses observations, interviews, and documentation as the instrument. Because this research is about how the teacher use word wall media in teaching of vocabulary at SMPN 30 BATAM, and the students' perception about the use of word wall media in the teaching of vocabulary in VII grade at SMPN 30 BATAM, so the researcher uses a observation, interview and documentation to get the information about the use of the word wall media in the teaching-learning process vocabulary, and also to collect and calculate the data that has been obtained from VII grade students. Thus, the data is more valid to analysis.

Data Sources

The researcher collects the data through an interview. The data of interview from the seventh grade and the teacher at SMPN 30 Batam (The academic year of 2021/2022. The researcher just choose 5 students of 20 students in VII 2 class who have the high score in English as criteria of the informant in this research to know their perceptions of the use media of word wall based on the information from the Englsih teacher. The research uses purposive sampling. The researcher thinks that the

interview of 5 students is enough to represent perceptions from all students of seventh grade at SMPN 30 BATAM.

Data Analysis

In this research, the data are organizing and familiarizing based on data obtained from observation checklist, field note, and transcripts of teacher and students interviews. The observation checklist were carried out twice with seven steps based on Dugan (2004) theory, namely: Step1: decide the vocabularies that will be used; Step 2: make a list of any vocabulary on the whiteboard; Step 3: writing some vocabulary on the piece of paper; Step 4: suggest the students to participate in the creation of a word wall; Step 5: Depending on the theme of a word wall should be added and adjusted.; Step 6: instructing the student to utilize of the word wall a tool to learn new terminology; Step 7: Ask the students at the last of lesson how the word wall display went and if it helped them learn and recall new terminology. In the first day the teacher only did six steps because the teacher did not do step number 2 while on the second day was carried out find out what activities the students did during the process of teaching and learning, and to discover what progress had been made that day. Transcripts of teacher and students interviews were conducted because the previous data observations still did not answer the research questions.

Giving the interview transcriptcode in this research based on the name of the students being interviewed, for example:

Y: Yustika
N: Nazwa
R: Ridho
A: Abror
NR: Nikita Rhasika

Interpreting and representing in this data based on how the teacher uses the media word wall in a teaching of vocabulary and student perceptions about the use of the media word wall in the teaching of vocabulary.

RESULTS or FINDINGS

This chapter describes the data and results of the study. The researchers introduced seventh-grade students to the use of word walls in vocabulary mastery. The data description is about the students' perception about the use of word wall media in mastering vocabulary at SMPN 30 BATAM. It obtained from observation, interview, and documentation.

1.1 The Way the Teacher Implementation Word Wall Media in Teaching Vocabulary.

In this part, the researcher observes the data from the students of VII 2 class at SMPN 30 BATAM. Based on Dugan (2004), the strategy of increasing vocabulary through the use of word walls media with steps as follows, see in table 1.1 and 1.2 :

Table 1.1 Steps of Using the Word Wall Media in the First Meeting

NO.	Steps of using the word wall media	Yes	NO
1.	Decide the vocabularies that will be used.	✓	
2.	Make a List all the words on the whiteboard.		✓
3.	Write a vocabulary list on a piece of paper/card.	✓	
4.	Suggest the student to participate on the creation of a word wall.	✓	
5.	Depending on the theme or material covered, a word wall should be added and adjusted.	✓	
6.	Instruct students to use word walls as a tool for learning new terms	✓	
7.	Ask to the students in the end of lesson how the word wall display went and if it helped them learn and recall new terminology.	✓	

(Source: Dugan, 2004: 50-51)

The researcher conducted observation during the first meeting on October 6, 2021 at SMPN 30 BATAM. Before start the process of learning English, The teacher had prepared material and began the class by greeting the students and checking their attendance lists.. Firstly, the teacher reviewed previous lessons and increased students' knowledge of the lesson. Materials are delivered after the teacher repeats the previous lesson, asked something some vocabularies in chapter 3 about theme "In Indonesia, there are several National Days" and also asked students to look for synonym and antonym of the vocabulary. In understanding and memorizing new vocabulary, the teacher did some steps (see in table 1.1). There are seven steps based

on Dugan (2004) theory but the teacher just do six steps. Regarding some of the students' vocabulary learning difficulties, the researcher found that there are four vocabularies such as celebrate (verb), labor (noun), pledge (noun), and commemoration (noun).

So, use word wall media to infer the steps of vocabularies instruction, researchers found some new vocabulary that there are some new vocabulary such as commemorate (verb), memorialize (verb), remember (verb), worker (noun), laborer (noun), employe (noun), unemployement (noun), idleness (noun), promise (noun), appointment (noun), memorial (noun), anniversary (noun), caution (noun).

Table 1.2 Steps of Using the Media of Word Wall in the Second Meeting

NO.	Steps of using the word wall media	Yes	NO
1.	Decide the vocabularies that will be used.	✓	
2.	Make a list of any vocabulary words on the board.	✓	
3.	Writing vocabulary list on a sheet of paper/card.	✓	
4.	Suggest the students to participate in the creation of a word wall.	✓	
5.	Depending on the theme or material covered, a word wall should be added and adjusted.	✓	
6.	Instructing the students to utilize the word wall as a tool to learn new terminology.	✓	
7.	Ask the students at the last of lesson how the word wall display went and if it helped them learn and recall new terminology.	✓	

(Source: Dugan, 2004: 50-51)

The second meeting on October 9, 2021 at SMPN 30 BATAM. Before the English class starts, the teacher prepares the materials and starts the class by greeting the students and checking their attendance records. The teaching activities of this conference are almost the same as the first conference, but in the conference, the

teacher teaches the next chapter, Chapter 4. The material revolves around the theme of "Learning the Pronunciation of the Names of Things in the Classroom". First, the teacher starts repeating the previous lesson. Materials are delivered after the teacher repeats the previous lesson, asked something some vocabularies in chapter 4 and also asked students to looking for synonym and antonym of the vocabulary. In undestanding and memorizing new vocabulary, the teacher did some steps (see in table 1.2). The teacher do seven steps in the second meeting. Regarding the some students' difficulties of vocabulary, the researchers found that there are three vocabularies in the second meeting, such as learn (verb), desk (noun), cupboards (noun).

So, extrapolating the steps used by word wall media in vocabulary teaching, the researchers found that after teachers completed some of the above steps, seven new words emerged in the second session. They are study (verb), teach (verb), unlearn (verb), instruct (verb), table (noun), cabinet (noun) and closet (noun).

1.1.1 The Result of Interview.

In order to obtain more valid data, the researcher interviewed the teacher of VII Grade at SMPN 30 BATAM. The researcher asks questions related to how teachers use word wall media at SMPN 30 BATAM.

For the first question in this interview, the researcher ask the teacher about how the process for generating the word wall that will be used. "Vocabularies of word wall are generated or obtained from some vocabulary that is difficult according to students by asking them which vocabulary is difficult for them or vocabulary that they have no idea what it means or how to use vocabulary. that they have just seen based on the topic in the book they are studying. After deciding which ones to discuss, I write some of these words on the whiteboard, after that I write down on a piece of paper. That vocabulary write down with large letters on the color of a piece paper. Red is noun, yellow is verb, green is adjective, and blue is adverb. This aims to make it easier to distinguish which are nouns, verbs, adjectives and adverbs, and also to make it easier to memorize if they are colorful.

The second question in this interview, the researchers ask to the teacher how to get vocabulary to be taught. "Some of the vocabularies taught are obtained from the development of some difficult vocabulary based on the students who have been set at the beginning. Students look for synonyms and antonyms of the vocabulary. In this case, I also involved the students by asking them to find synonyms and antonyms

of the word by writing them down on a piece of paper, then asking them to collect it. I only choose some words related to the synonym and antonym from the vocabulary that has been determined at the beginning.The difficult vocabulary, for example, is the word "different". Previously, students had to know what the vocabulary meant and what group of words it belonged to. Different means "berbeda" and is an adjective. After students know the meaning and what group the word belongs to, then students can determine and look for synonyms and antonyms from the vocabulary. The synonyms of "different" are distinct, diverse, dissimilar and the antonyms of "different" are similar, equal which means "sama".

The last question in this interview, the researcher ask teacher how using word wall media.

" The first step: Finding some difficult vocabulary in the book being discussed, The second step: after the vocabulary to be discussed is determined, I mention the vocabulary and then I write the vocabulary on the whiteboard while mentioning the meaning of the vocabulary. The third step: After the students already understood the meaning of the vocabulary. I wrote the word on a piece of paper then I stick a piece of paper on the media of word wall based on alphabetical. The fourth step: I ask the students to find synonyms and antonyms of the word. Then write it down on a piece of paper and collect it. After the synonyms and antonyms related to the vocabulary are found, they are pasted on the word wall media based on alphabetical by involving the students as well. The fifth step: I read the vocabulary and tell the meaning then after that ask the students to follow me to read the vocabulary and its meaning after me. Then I ask the students to understand it and memorize the vocabulary. After the student understand and memorize the vocabulary, I also asks student to write the memorized vocabularies on paper without looking at the word wall media and then collect it. This aims to find out who has mastered the vocabulary. The last step: I ask the students, "Is the word wall media help to understand and remember new vocabulary?"

From the data observation and interview above, there are some finding about how the teacher use word wall in teaching of vocabulary at Smpn 30 Batam such as: The first, word wall wrote down with large letters on the color of a piece paper. Red is noun, yellow is verb, green is adjective, and blue is adverb. This is very interesting and make easy to memorize some difficult vocabularies; the second, The vocabulary was developed by looking for synonym and antonym of that vocabulary. It can add mastering students' vocabulary; the last word wall is a very effective medium and

right medium to learning English, especially vocabulary and make students easier to understand and memorize vocabulary.

1.2 Student Perceptions of the Use of Word Wall Media in Classroom Vocabulary.

Get more valid data, the researcher interviewed several students of VII Grade at SMPN 30 BATAM. The researcher asked questions related to the students' perception about the word wall media use in mastering vocabulary at SMPN 30 BATAM.

For the first question in this interview, the researcher ask the sudents about their perception in using word wall media that is easier to understand or not. Based on the results of interviews, most of them agree to study vocabulary use word wall media able to create the student easy to understand some vocabularies. The reason because the position of the word wall is on the wall, it makes students easier to see and understanding that vocabularies.

The second questions in this interview, the researcher ask students about their perception that using word wall can make them to faster in memorizing vocabulary or not. Most of students said that word wall media can make them easier and faster because of the word wall media, memorize the terminology is very interesting with the colorful writing on the wall and also can add new vocabulary.

The third question in this interview, the researcher ask students about their perception whether they had difficulties during the application of word wall media. Most of students said that they do not fell difficulties of using the word wall media in mastering vocabulary because they can easier to see that words every time and also can memorize it. Besides that, they can easier to learn the know vocabularies.

The last question in this interview, the researcher ask students about how their perception or their feeling since applying word wall media. Most of them said that they feel very happy, fun, enjoy, do not bored because word wall media with colorful writing pasted on the wall. They are also happy because with word wall media can add a lot of some vocabularies, and can make them fluent and confident when they speak English in front of the class.

From the data interview above, there are some finding of the students' perceptions about the word wall media use in teaching of vocabulary, such as: Word wall media makes the student more easily to understand some vocabularies, word

wall media can make them easier and faster to memorize the vocabulary, the students do not fell difficulties of the word wall media using in mastering vocabulary, and they feel very happy, fun, enjoy, do not bored because word wall media with colorful writing pasted on the wall.

DISCUSSION

In this section, the researcher discusses the finding of the research and the theories. The researcher explains based on the research focus on this study.

2.1 The Use of Word Wall Media in the Teaching of Vocabulary at SMPN 30 BATAM by the Teacher

Based on the result of observation, interview, and documentation, the researcher concludes that the teacher uses word wall media by means of a word wall written in large letters on colored paper and pasted on the wall. For example, red is a noun, yellow is a verb, green is an adjective, and blue is an adverb. This is to make it easier for students to memorize and be able to distinguish between nouns, verbs, adjectives, and adverbs.

According to Gursky (2002: 1), A word wall is a systematically organized collection of words displayed in large letters on a classroom wall or other large display. According to Cronsberry (2004:3), a word wall is a group of words that is hung on a wall, on a bulletin board, on a whiteboard, or on a chessboard in a classroom. Cunningham (1999) also noted that a word wall is great because it is a systematically organized collection of colored words posted in large print on a classroom wall. According to the English teacher at SMPN 30 BATAM, it is fun and makes it easier for students to remember some difficult vocabulary.

Then the teacher develops vocabulary by looking for synonyms and antonyms. After that the results of the vocabulary are arranged and pasted based on alphabetical groups. So, it can increases the vocabulary mastery of class VII students at SMPN 30 BATAM. Brabham and Villaume (2002: 145), say that word wall is alphabetically organized and displayed in such a way that all students in the room have easy visual access to it.

The teacher said that the word wall is a very effective and appropriate medium for learning English, especially vocabulary that can make it easier for students to understand and memorize it. Mariati (2018) stated because the working principle of word wall media is to stick the vocabulary on the word wall with a large size that allows students to see from a distance, word wall is an effective media application for students. Green (1993: 1) also says that the word wall is intended to be an interactive tool for students or others to use, and it contains a variety of words that can be used to help students improve their vocabulary.

2.2 The Students' Perceptions about the Use of Word Wall Media in the Teaching of Vocabulary at SMPN 30 BATAM

Seventh grade students at SMPN 30 BATAM have positive views of the use of word wall media applied by English teacher. Most of students agree that learn vocabulary using the word wall media can make the student more easily to understand some vocabulary. Then, word wall media can make them easier and faster to memorize the vocabulary. Dejager (2007) defines A word wall is a display of words on a classroom wall or bulletin board that serves as a visual reminder of material being learned. According to Southerland (2011), a word wall is a tool or media that can be a good strategy or technique in the teaching learning process, particularly for assisting students in memorizing a large number of vocabularies in vocabulary mastery.

Word Wall Media makes it easier and faster for them to remember vocabulary. Dejager (2007) defines a word wall as a display of words on a classroom wall or bulletin board as a visual reminder of the material being learned. According to Southerland (2011), a word wall is tool or medium that can be the best strategy or technique in the teaching process, especially to help students master vocabulary when memorizing large vocabulary After that, Students have no difficulty using word wall media while learning vocabulary, and they feel very happy, fun, enjoy, do not bored because word wall media with colorful writing pasted on the wall. Ramadhan and Zaharani (2021) stated word wall media is the right medium to make students less boring and vocabulary easier to understand. Novalia, Azhar, and Syarfi (2019) also stated that text wall media is a great way to make the teaching process more interesting and interesting.

From the explanation above, the reason because the position of the word wall is on the wall, and writing vocabulary using colorful a piece of paper with large letters makes students interested. According to Fushshilat (2018) Word Wall Media is a collection of the words displayed in wide visible letters on classroom walls, bulletin, chalkboards or whiteboards so that students can be seen from any student seating area. Urbayati (2017) states that a word wall is a group of well organized word that highlighted in the classroom.

CONCLUSION

Based on the finding and discussion have been analyze from observation, interview, and documentation. From the teacher's steps, and most students' steps, it concluded that the word wall medium is the right medium for vocabulary lessons. It can be seen based on the word wall wrote down with large letters on the color of a piece paper, it is very interesting and make easy to memorize some difficult

vocabularies; and vocabulary mastery can develop by looking for synonym and antonym of that vocabulary; and also from the students' perception of the seventh grade that Judging from the feelings of the seventh graders that word wall media can help student understand some vocabulary, word wall media can memorize vocabulary more easily and quickly, students use word wall media to master vocabulary without any difficulty, they feel very happy and have fun, Enjoy and don't get bored because Text Wall Media sticks to the wall with colorful text.

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