

**THE USE OF WORD WALL MEDIA
IN TEACHING VOCABULARY AT 7TH GRADE
IN SMP ISLAM AL FALAH RAWALO BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfilment of
Requirement for *Sarjana Pendidikan* (S.Pd.) Degree**

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Assalamu'alaikum Wr.Wb.

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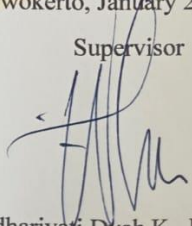
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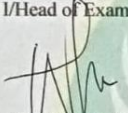
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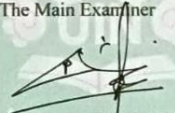
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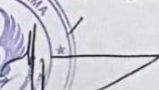

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MOTTO

**ELINGO DAK HASIL NGIMU ANGING NEM PERKORO
BAKAL TAK CRITAAKE KUMPULE KANTI PERTELO
RUPANE LIMPAD, LOBA, SABAR, ANA SANGUNE,
LAN PIWULANGE GURU LAN SING SUE MANGSANE**



DEDICATION

I dedicate my thesis to:

Myself and my beloved parents, Mr. Slamet Daroeni and Mrs. Warinah, who
always motivate and pray for me for my successful.

And

All the people who have supported me and makes me brave.



PREFACE

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The Researcher



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THE USE OF WORD WALL MEDIA IN TEACHING VOCABULARY AT 7TH GRADE IN SMP ISLAM AL FALAH RAWALO BANYUMAS

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Abstract: This research aims to analyze the use of word wall media in teaching vocabulary and also to identify the strengths and weaknesses of using word wall media according to the teacher's perception in teaching vocabulary at 7th grade in SMP Islam Al Falah Rawalo Banyumas. In conducting research, the researcher used qualitative research. The data was collected based on observations, interviews and documentations. Based on the results, there are five steps that the teacher took in implementing word wall media, namely planning vocabulary, creating word wall, placing word wall, using word wall, and advanced use word wall. According to the teacher, there are five strengths for students and two strengths for teachers in using word wall media in teaching vocabulary. The strength of word wall media for students is word wall media can familiarize the students with vocabulary, word wall media can motivate the students to learn vocabulary, word wall media can help the students in reading and writing, word wall media can help the students communicate in English, and word wall media can be a referral for students. Meanwhile, the strength of word wall media for teachers is word wall media can determine the target vocabulary and manage the class. In addition, according to the teacher, there are three weaknesses for students and teachers in using word wall media, namely word wall requires cooperation, patience, and cost.

Keyword: *Word wall, teaching vocabulary, teaching media.*

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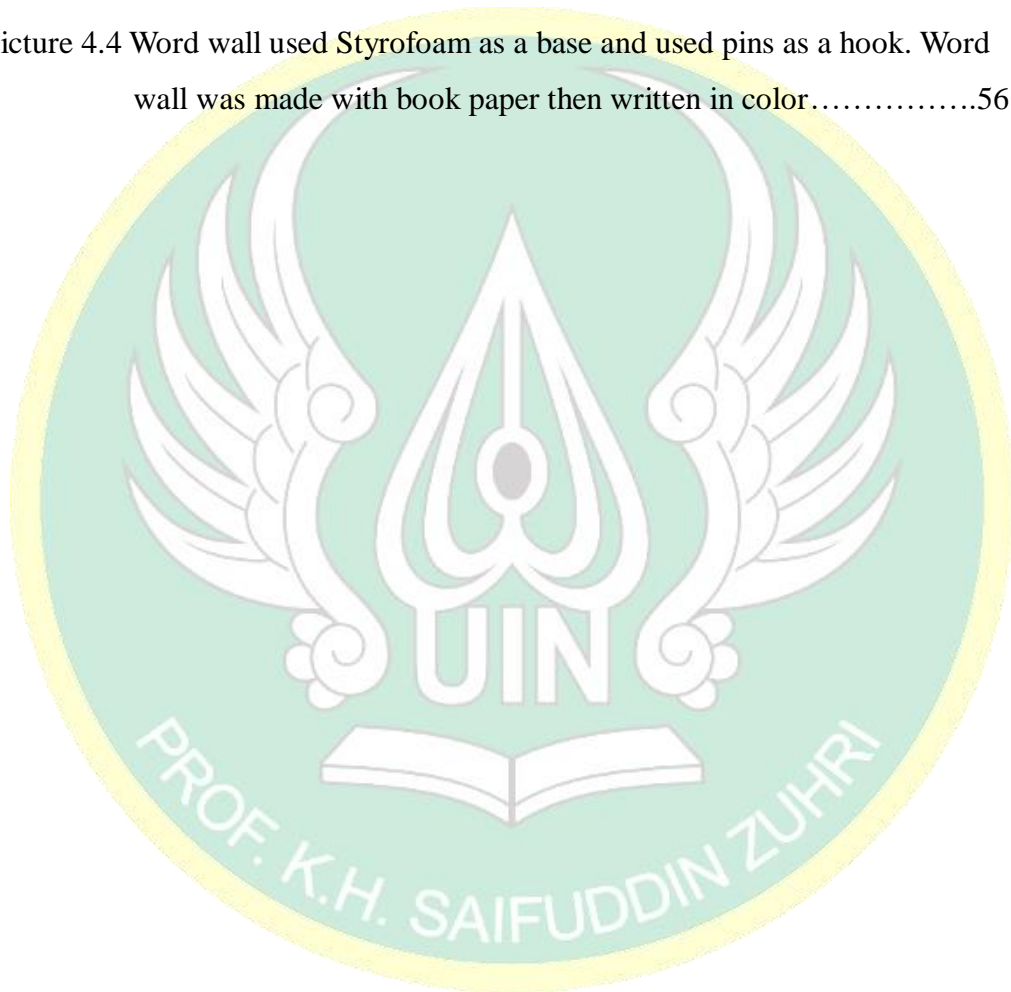
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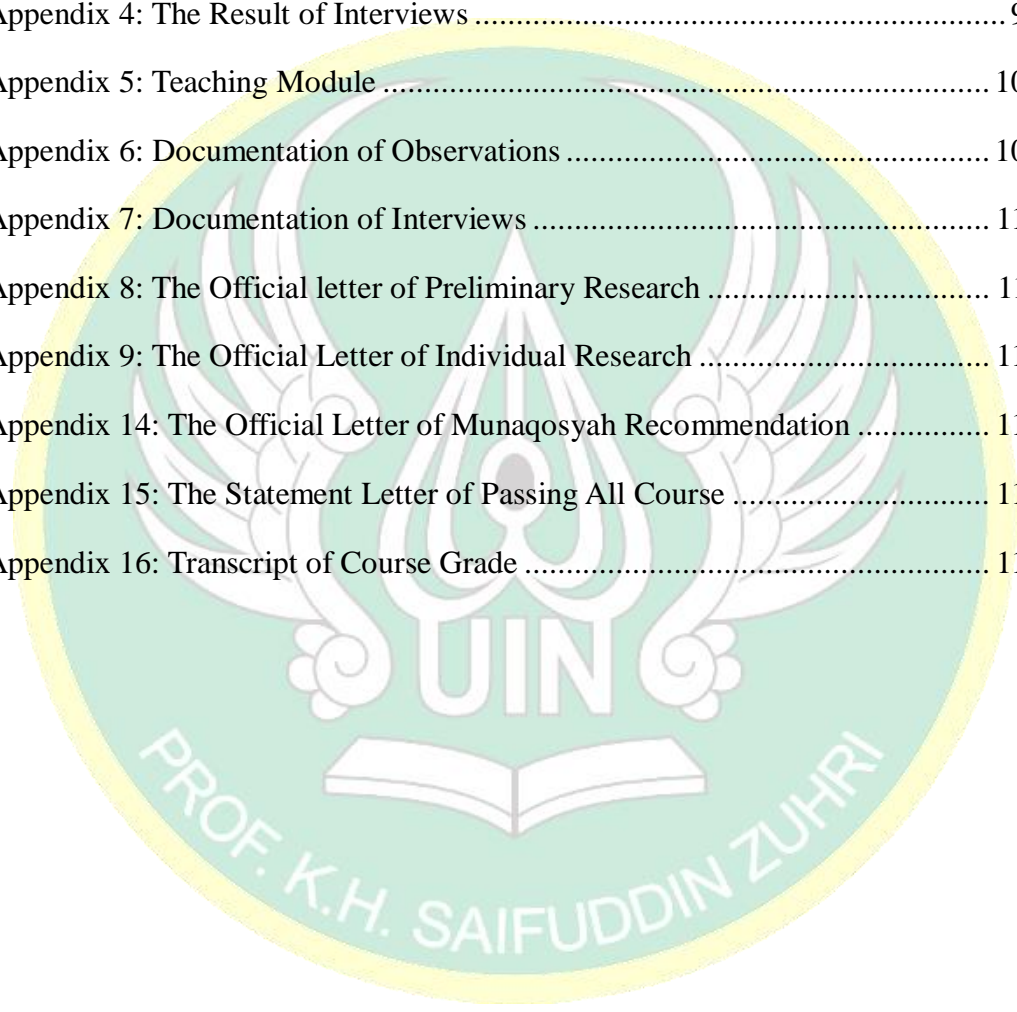
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CHAPTER I

INTRODUCTION

This chapter discusses background of the study, conceptual definition, research questions, objectives, significances of the research, and research structure.

A. BACKGROUND OF THE STUDY

In learning English, there are four skills, namely listening skills, speaking skills, reading skills, and writing skills. Listening and reading are input skills while speaking and writing are output. To improve these four skills, three components must be mastered, namely grammar, vocabulary, and pronunciation. Of the three-vocabulary mastery is the main thing. Vocabulary mastery aims to be able to compose sentences correctly, speak correctly, understand the text correctly, and write correctly. For this reason, in learning English, the first step that students must master is vocabulary (Harwika, 2019).

Vocabulary mastery is the basic thing that must be mastered by someone in learning English which is a foreign language for all Indonesian students and people. How can someone express a language if he does not understand the vocabulary of that language? Especially if what is learned is a foreign language, so mastery of language vocabulary is the first thing that is mastered by language learners. If a student has adequate English vocabulary, it would automatically support four competency English mastery (Uspa, 2020).

Vocabulary acquisition is very important for the successful use of the language and plays an important role in composing complete spoken and written texts. In English as a second language (ESL) and English as a foreign language learning (EFL) vocabulary play an important role in all language skills namely listening, speaking, reading, and writing. Mastery of a broad vocabulary would influence good language use for without a broad vocabulary, we would be unable to use the structures and functions we may have learned to communicate (Alqahtani, 2015).

Many junior high school students have difficulties in mastering or remembering vocabulary in Indonesia. This is because English is a foreign language and is not used in everyday life and teachers still use the old methods, especially in understanding and memorizing vocabulary. The teacher usually introduces new vocabulary to students by providing new vocabulary and asking students to look up the meaning in the dictionary. However, many students cannot apply this method because many students do not bring dictionaries, so this method is less effective to apply. For this reason, teachers must have good learning methods in teaching English, especially in prohibiting vocabulary words so that students feel happy and enjoy (Zakiyah, 2022).

Today's learners would intuitively realize that vocabulary is important, not even all teachers are aware of its important role in the acquisition of proficiency. If learners understand why and how all these vocabulary-focused activities would increase their success in learning, they would put more effort into doing it. To teach maximum vocabulary in the classroom teachers need a lot of time, but most of the hours taught in the classroom are too few to teach sufficient vocabulary coverage. The success of learning new vocabulary outside of the classroom depends to a large extent on motivation; and motivation in turn depends on being aware of the importance of such learning (Ur, 2022).

One method of learning English in vocabulary mastery is by choosing a variety of media, choosing suitable and not boring media, and making students create and not boring students so that students can easily remember and memorize new vocabulary given by the teacher. One of the media that can be used by teachers in mastering vocabulary is word wall media (Supraba, 2019). The main purpose of word wall is to help students improve their vocabulary knowledge from sight so that they can recognize the word at a glance. Word wall is visual can help students to remember vocabulary well because the media can be seen anywhere and anytime. In addition, word wall is an effect on students' mastery of English vocabulary, where media word wall is designed to enhance learning and group activities that involve students in making the media (Irawati, 2017).

Word wall is an effective media applied to students in mastering vocabulary because the way these word wall works is by pasting parts of words or collections pasted on walls, blackboards, bulletin boards, wall magazines, and others with large and colorful sizes so that all students are more interested and can more easily see clearly and at any time. Another word wall goal is to create a print-rich environment (Zakiyah, 2022).

Based on preliminary research on October 1, 2022 at SMP Islam Al Falah Rawalo Banyumas, it was found that most of the 8th grade students had mastered vocabulary. This is because 7th grade teacher at the junior high school has implemented the vocabulary teaching method using word wall as media. This information was conveyed directly by the 8th grade teacher. For this reason, learning English conducted by this teacher is very interesting to study, especially learning to improve vocabulary mastery using word wall media.

Before conducting the research, several previous studies had been found related to the use of word wall media as an increase in vocabulary. Among these studies are: First, Fiska Nur Wulandari Zaen, and Fauzi Miftakh. The result of the research is that word wall media is the right medium for vocabulary learning and also from the students' perception of word wall media, it can be seen from the feeling of seventh graders that word wall media can help them understand some vocabulary, word wall media can memorize vocabulary easier and faster, students use word wall media to master vocabulary without any difficulty, they feel very enthusiastic, exciting, fun, enjoy, not bored. Second, Warda Latifah Ismiyati, and Tiyas Saputri. The result of the research is that the use of wall word can be the effective media to improving students' mastery of English vocabulary. Third, Ahmad Altayani. The results of this study are that word wall vocabulary is found to be helpful and effective on students' vocabulary understanding, especially the seventh-grader students of MTs Shiratul Ulum Kertomulyo, Trangkil, and Pati. Forth, Yesi Ana Mariati. The results of this study are that Word wall media is one of the effective media used in teaching learning vocabulary to beginner-level students. It can be proven by the students' opinions in questionnaires that all of the

students feel easy to master vocabulary than they learn with a textbook. Fifth, Wardatuz Zakiyah. The results of this study are that Word wall media is one of the effective media used in teaching learning vocabulary to beginner-level students. It can be proven by the students' opinions in questionnaires that all of the students feel easy to master vocabulary than they learn with a textbook. From the five studies above, it has not been found that examines the teacher's perspective on the use of word wall media in increasing vocabulary mastery.

Based on the problems above, it is important to examine how to apply word wall media in teaching vocabulary and find out the strengths and weaknesses of the media according to the teacher's perspective. For this reason, this research constructs the title "The Use of Word Wall Media in Teaching Vocabulary at 7th grade in SMP Islam Al Falah Rawalo Banyumas".

B. CONCEPTUAL DEFINITION

1. Definition of word wall

Word wall is a media to improve vocabulary mastery. The teacher chooses new words, and prints these words in bold type on cards or paper. The teacher sticks the cards on the wall or bulletin board which is visible when students are active in class (Altayani, 2021). Furthermore, word wall is a collection of words arranged systematically and displayed in large letters on the wall or other large display areas in the classroom. (Novalia *et. al*, 2019). In addition, word wall is a learning media that is not only used as a display but also designed to enhance learning activities groups by creating word wall media. With word wall aims to improve students' understanding of English vocabulary without having to always rely on the use of a dictionary or meaning words given by the teacher (Uspsa, 2020).

2. Teaching vocabulary

To assist students in mastering all language skills such as speaking, listening, writing, and reading, vocabulary learning is needed for students. For this reason, learning to have vocabulary plays an important role in language acquisition. So that English vocabulary can be used in everyday life to express

ideas or feelings that are the same as their native language expressions (Supraba, 2019).

Teaching vocabulary is teaching and learning that helps students to increase their vocabulary knowledge. Words are one of the elements in the text obtained from the learning experience of students. In addition, the ability to understand words and their meanings is essential for mastering all skills including writing, speaking, listening, and reading. For this reason, the teacher has an important role in using the right media in prohibiting vocabulary so that students can more easily master vocabulary knowledge (Nikijuluw, 2020).

3. Teaching media in ELT

The use of media in teaching vocabulary is a facility for interaction between teachers and students. The use of learning media would help teachers in the learning process and the effectiveness of mentoring and make students more enthusiastic and build student understanding. Learning media is media that is used to support teachers to make it easier to teach in class (Altayani, 2021).

Teaching media is an intermediary tool for understanding the meaning of material conveyed by educators or teachers to students both print and electronic media and learning media is also a tool to facilitate the implementation of the components of the learning system so that the learning process can take place smoothly and effectively (Wirawan, 2020).

4. Teaching English in EFL

By teaching a foreign language, we face the language with a different point of view and have a different concept. Some foreign language learning education can be achieved even though in the first months of learning it is clear that it is difficult to learn a new language, together with the impact it has on students' perceptions and development. This is a function of the growth of students' learning experiences in written and oral form. It can be argued that this educational goal is attainable through learning Swahili or Vietnamese rather than English. But at a level of motivation that most learners are aware of, there are good reasons for choosing a language from one of the neighboring

countries, or one of the international languages. Then, more teaching hours are devoted to English in classrooms worldwide than any other subject (Broughton *et. al*, 1993).

Motivation is an important factor in achieving many of students' fundamental goals in academics. In language learning, the most significant factor influencing the success or failure of students is motivation. It can be concluded that motivation cannot be separated from learning English, because students' success or failure depends on student motivation. When students are motivated to learn English, even though they feel it is hard or difficult to learn, they would try to understand it well (Husna & Murtini, 2019).

C. RESEARCH QUESTIONS

Based on the statement of the problem, this research is formulated the following question:

1. How is the Use of word wall media in teaching vocabulary for Seventh Grade of SMP Islam Al Falah Rawalo Banyumas?
2. What is the teacher's perception about the strengths and weaknesses of the use of word wall media in teaching vocabulary for Seventh Grade of SMP Islam Al Falah Rawalo Banyumas?

D. OBJECTIVES OF THE RESEARCH

Based on the statement of the problem above, the objective of the research is mentioned below:

1. To investigate how is the use of word wall media in teaching vocabulary for Seventh Grade of SMP Islam Al Falah Rawalo Banyumas?
2. To investigate what is the teacher's perception about the use of word wall media in the teaching vocabulary for Seventh Grade of SMP Islam Al Falah Rawalo Banyumas?

E. SIGNIFICANCES OF THE RESEARCH

The results of this study are expected to be useful for:

1. Teachers

The result of this study for teachers is expected that it can help English teachers to apply word wall media in learning vocabulary which can make students happy in the learning and teaching process.

2. Researchers

The result of this study for researchers is expected that it can help research to expand media in teaching vocabulary and researchers can find out in depth about teaching vocabulary using word wall.

F. RESEARCH STRUCTURE

To facilitate and find out what is contained in this study, then this study is arranged differently and divided into five chapters:

Chapter I is an introduction. It consists of background of the studies, operational definitions, research questions, objectives, significance research, awareness of relevant studies, and awareness of literature, research methods, and research structure.

Chapter II explains the theory of the use of word wall media in learning vocabulary.

Chapter III explains research methods and research discussion design, research location, research subject, research object, instruments for obtaining data, data collection techniques, data analysis techniques, and triangulation.

Chapter IV discusses the results and discussion of the use of word wall media in learning vocabulary.

Chapter V explains the conclusions and suggestions of this research in this chapter, it is concluded with limitation and some suggestions related to this research.

CHAPTER II

LITERATURE REVIEW

This chapter discusses literature review and review of relevant the studies.

A. LITERATURE REVIEW

In this literature review, several theories about word wall media, teaching vocabulary words, and teaching media in ELT are mentioned. The theory is synthesized references from journals, books, and theses that are compiled only. This theory aims to strengthen the research conducted at SMP Islam Al Falah Rawalo Banyumas.

1. Teaching Vocabulary

In this section, some literature related to teaching vocabulary is mentioned, such as the definition of vocabulary, important of vocabulary, types of vocabulary, ways of vocabulary development, and principle of teaching vocabulary. The literature will be mentioned below.

a. Definition of Vocabulary

Vocabulary is knowledge of words and word meanings. Others may define vocabulary as an alphabetical list of words. A word, in most linguistic analyses, is described as a set of properties, or features, each word combines its meaning, register, associations, collocations, grammatical behavior, written form (spelling), spoken form (pronunciation), and frequency. Mastering a word is not only learning its meaning but also learning other aspects (Alizadeh, 2016).

According to Sipayung (2019), vocabulary is one aspect of language that must be learned when students learn a foreign language. By learning new vocabulary students can improve their listening, speaking, reading, and writing skills because vocabulary is an important element that influences the four English skills namely listening, speaking, reading, and writing. Thus, students must have a lot of vocabulary to support their

skills. Vocabulary is a number or list of words that have meanings and meanings that are very necessary to express our thoughts. Students are expected to continue to develop their vocabulary so they can continue to communicate both in spoken and written form. A good understanding of vocabulary would also help students in their mastery of English.

b. Importance of Vocabulary

Vocabulary acquisition is very important for the successful use of the language and plays an important role in composing complete spoken and written texts. In English as a second language (ESL) and English as a foreign language learning (EFL), vocabulary plays an important role in all language skills namely listening, speaking, reading, and writing, mastery of a broad vocabulary would influence good language use for without a broad vocabulary, we would be unable to use the structures and functions we may have learned to communicate (Alqahtani, 2015).

Meanwhile, according to Yokubjonova (2020), the acquisition of vocabulary is important to know what the speaker means. The word itself is a thing that allows expressing ideas from, emotions, and even something to show. The more words we learn, the more we can express our ideas clearly because it shows the importance of vocabulary. If students do not have enough vocabulary, they cannot use the language well. Thus, in English as a foreign language learning vocabulary plays an important role in all language skills. Students can develop their vocabulary knowledge in many ways, depending on the learner, even some students can still learn vocabulary by developing other skills as well.

c. Types of Vocabulary

Vocabulary is divided into three types. There are spoken vocabulary, printed vocabulary, and productive vocabulary. Spoken vocabulary means a collection of known words meaning when we speak

or read only. Print vocabulary, consists of words whose meaning is known when we write or read only. Then productive vocabulary is a collection of words that individuals can use when writing or speaking that is well-known, familiar, and frequently used words (Baskarani, 2016).

There are two kinds of words according to Anggraini (2018), such as: lexical or content word and grammatical or function word:

1) Content word

This word is the most frequently found vocabulary of the language. There are several kinds of content words, such as:

- a) Noun, nouns are names of people, places or things;
 1. Person, for example: word of person namely men, women, society, babies, police, soldiers, nurses, and others.
 2. Place, it means a place that includes all types of places, such as cities, islands, earth, moon, rivers, offices, houses, oceans, planets, and others.
 3. Things, for example: things namely includes something that substantively exist such as animals, sugar, oil, water, trees, cars, food, air, smoke, steam, and so on. Furthermore, something that substantively does not exist but can be understood, such as ideology, religion, dreams, behavior, concepts, feelings, hopes, voices, truths, appearances, news, professions, and so on.
- b) Verbs, they are words that indicate actions performed by people. For example, think, get, come, go, and so on. There are several kinds of verbs as follows:
 1. Action verbs, they are jobs that show someone who does something physically or mentally.
 2. Linking verbs, they are verbs that are used to connect with nouns that function as subjects of other nouns or adjectives that

are located in the predicate of a sentence. In some cases, linking verbs can help make statements.

- c) Adjectives, they are words that modify nouns or pronouns whose purpose is to limit or show or explain these nouns.
- d) Adverbs, they are a word that describes how the work is done, the place where, and when the event occurs. There are several kinds of adverbs as; first is method Information, second is place description and the last is adverbs of time

2) Function Words

Function words or grammatical words are words that have little lexical meaning or have ambiguous meanings, but function to express a grammatical relationship with other words in a sentence, or determine the speaker's attitude or mood. Each function word provides some grammatical information to other words in a sentence or clause, and cannot be separated from other words. There are several kinds of function words as follows:

1. Prepositions, they are words that show the relationship between nouns, pronouns, and other words in sentences. Example: He went to the market before I came home.
2. Pronouns, they can replace nouns or other pronouns. For example:
 - a. This is my bag.
 - b. He is my father.
3. Auxiliary verbs, they are used with other verbs to help express meaning, especially having a grammatical function.

The kinds of auxiliary verbs are as follows:

- a. The first is to be, words that show to be namely being, been, am, is, are, was, and were. The second is to do, words that show to do namely does and did. The last is have, the words that show have are has and had.

- b. Modal auxiliary, words that show modal auxiliary namely can, shall, will, may, must, ought to, could, should, would, might, had to.
- 4. Conjunctions, they are words that are used to join words and words, expressions and expressions, sentences and sentences, etc. Example: I like my pillow but I prefer my doll.
- 5. Determinants, they are words that give details to a noun includes: the, a, an, some, any, that, this etc.

d. Ways of Vocabulary Development

According to Syarifudin *et al.* (2014), the ways to develop vocabulary mastery which are mentioned below:

1) Literary section translation

Students translate reading passages from the largest language into their native language. Next, students read the meaning of the vocabulary and the grammatical structure in the word is studied in the next lesson.

2) Antonym/Synonym

The teacher gives a set of words to students and the students are asked to find synonyms/antonyms for these words, so that in this way they can measure their vocabulary mastery abilities. This method can be done as a game in groups or individually.

3) Fill in the blanks

Students are given a series of sentences with missing words. They fill in the blanks with new vocabulary items or with items of a certain grammar type, such as prepositions or verbs with different tenses.

4) Memorize

Students are provided with a vocabulary list of their target and native languages language equivalents and asked to memorize it.

5) Use words in sentences

The teacher gives new vocabulary and then students make a sentence from the new vocabulary. The purpose of arranging these words is to show that students understand the meaning and use of the new vocabulary.

6) Composition

The teacher gives students topics to write about in the target language. The topic is based on several aspects of the reading section of the lesson. Sometimes, instead of composing, students are asked to prepare precis from the reading section.

7) Using drawing techniques

The teacher shows pictures to help students understand vocabulary. This is done to provide visual assistance to students in learning. Pictures as visual representations of thoughts can further influence students in learning a language. There are three roles of images in speaking and writing. First, pictures can motivate students in learning vocabulary. Second, pictures contribute to the context in which the language is used. The last is a picture that can be provided information to be referred to in conversation, discussion, and storytelling.

8) Reading Aloud

The teacher mentions the vocabulary and asks students to do it read the vocabulary they learn aloud. Reading aloud activities has several characteristics. i.e., clear articulation of words, flexibility in speed, volume, and tone, adequate expression, and effective use of pauses.

9) Pronunciation Drilling

Pronunciation drilling is a popular technique in teaching vocabulary. Drilling usually means the teacher says the word or structure, and then he asks the class to repeat it. Drilling students to bring previously learned words, phrases, or structures.

10) Using Clues/Hints

The teacher helps students understand vocabulary by using vocabulary related matters. The clues most often used in teaching are

context clues. Context Hints are clues given to guess the meaning of a word. This includes antonyms and synonyms.

11) Using realia

The teachers bring real objects into the classroom to help them in teaching. Reality includes objects, actions, concrete materials, factors, and real activities from each category that can strengthen the relationship between concepts ideas, and words or phrases. Better to use real things rather than rely on long-winded explanations and discussions in teaching vocabulary.

12) Using gestures

The teacher uses body movements in teaching. Four types of gestures are important to do effective communication, i.e., illustrators, regulators, symbols, and displays of influence. Illustrators are natural hand and body movements that accompany speech, such as gesturing, smiling, frowning, or pointing to illustrate a point. Regulators are cues used for control of turn-taking and other procedural aspects of communication. The emblem is that gesture can be translated into words and used to transfer messages. The display of influence is a cue that expresses emotion.

e. **Principle of teaching vocabulary**

The principle of teaching vocabulary carried out by a teacher is to explain what forms of vocabulary need to be taught. Not only that, a teacher also teaches the principles of how to teach vocabulary so that the teacher can find the purpose of teaching vocabulary. Therefore, how important it is to teach vocabulary using the principles of teaching vocabulary according to Dakhi & Fitria (2019), which would be explained in the paragraphs below.

First, aside from considering aspects of vocabulary for teaching. To achieve it these aspects, namely the spoken form, written form, part of the word, the concept of the word and possible associated items, word

associations, word grammar, word collocations word, register, and word frequency.

Second, the principles of teaching vocabulary. There are many theories about prohibited vocabulary guidelines and principles. There are six principles in teaching vocabulary:

- 1) Keeping the teaching simple and clear without complicated explanations,
- 2) Connecting presenting teaching to past knowledge by showing patterns or analogies,
- 3) Using both oral and written presentation,
- 4) Pay the most attention to the words that have been known,
- 5) Tell students if it is a high-frequency word that needs attention for the future attention, and
- 6) Do not bring other words that are not known or related like close, opposite, or member synonyms set the same lexical. Provide a rich and varied language experience, taught individual words, ban word learning strategies, and build awareness of reading and writ.

2. Teaching media in ELT

In this section, some literature related to teaching media in ELT is mentioned, such as definition of media, types of media, and advantages of using media. The literature will be mentioned below.

a. Definition of Media

Teaching media to be broad and narrow sense. Media in broad meaning is a person, material, or event that can create conditions so that students can acquire knowledge new skills, or attitudes. In this sense teachers, books, and the environment are included in its media. While the media in the narrow sense is graphics, photos, drawings, mechanics, and electronic equipment used to express, process, and convey visuals and verbal information (Mubaraq & Saputra, 2020).

Media is a tool used to facilitate communication and interaction between teachers and students during the teaching and learning process. Media is used to support the material provided by the teacher. The use of media can motivate students to learn and can help students explain and illustrate the content of a subject. Learning media consists of anything that teachers use in learning. The function of learning media is to equip teachers in increasing their effectiveness in the classroom (Damayanti & Ma'rufah, 2020).

According to Andriani *et al.* (2019), teaching media is anything that is used to direct messages and can stimulate the thoughts, feelings, attention, and willingness of learners to encourage the learning process. An important phase of educational design is deciding which media to use in a learning process. Teachers have the challenge of purchasing the best media to communicate messages, increase understanding of concepts, and acquire and consolidate multiple abilities. Therefore, effective media production is a very important factor, because poor choices can affect learning outcomes.

b. Types of Media

Many types of media can be used for learning in the classroom as mentioned by Triariani (2020), below:

1) Picture

Pictures that can be used as media are pictures that can show a lesson such as posters, cards, comics, photographic images, charts, diagrams, and graphs.

2) Voice recording

Sound recording is sound coming out of electronic media that can be repeated, such as sound from discs, tapes, smartphones, and others.

3) Moving pictures

The moving image in question is a video. The videos that are displayed can be sourced from the internet or make your videos through the application.

4) Real objects, simulations, and models

Events, objects, or times that are directly visible to the eyes of students in the classroom. Usually, the teacher shows objects or objects that are around the class or the teacher brings them from outside the class.

The following three categories of media according to Chan *et al.* (2012):

1) Auditive media

Auditive media is media that involves the sense of hearing. For examples: auditive media such as musical works, radio programs, and others.

2) Visual media

Visual media is media that involves the sense of visual. For examples: visual media such as images, silent films, and others.

3) Audio-visual media

Audio visual media is media that involves the senses of hearing and visual as well as in one process. Audio visual examples such as sound films, TV programmers, and others.

c. Advantages of Using Media

According to Parida (2020), there are some advantages of teaching media which are mentioned below:

- 1) The media is a simple material because in making the media it is made with materials that are easily available. To reduce production costs, you can make it with used materials.
- 2) The media can reduce the use of the mother tongue because the media used such as word wall media is enabled to learn foreign

language vocabulary so that in doing so it does not use the mother tongue.

- 3) The media can attract students' motivation and attention because the media is displayed in an attractive appearance with various colors, models, and types so that it attracts students' attention.
- 4) Teachers can use the media to provide various teaching methods that can be applied in class so students don't get bored while learning.
- 5) The media can make students more active in creating and implementing media in the classroom
- 6) The media can provide experience to students on how to use the media interestingly and easily.
- 7) The media can be used as a punishment for students who make mistakes in making and using media.

One of the functions of learning media is as a tool in accompanying material in the learning process. Aside from being a supporting tool in the learning process, other functions are as follows (Puspitarini & Hanif, 2019):

- 1) The learning media is used as a learning resource.
- 2) The semantic function relates to word, term, sign, or symbol.
- 3) The manipulative function is the ability of the media to reload something objects/events in various ways, according to their conditions, circumstances, goals, and objectives.
- 4) The fixative function is to capture, store and reshape an object or event that has been happening for a long time.
- 5) The function of the distribution media used in the learning process can be followed by students in large amounts or unlimited media coverage.
- 6) Psychological function, learning media has an attention function, affective function, cognitive function, imaginative function, and motivation function.

- 7) Socio-cultural function, the use of media in learning can overcome sociocultural barriers between students with different customs, habits, environments, and experiences.

3. Word Wall Media

In this section, some literature related to word wall media is mentioned, such as the definition, characteristics, steps, types, goals, functions, advantages and disadvantages of using word wall. The literature will be mentioned below.

a. Definition of Word Wall Media

Word wall is a list of words arranged alphabetically by the teacher in the classroom displayed in large visible letters on a wall, bulletin board, or other display surfaces in the classroom to help facilitate students' word and vocabulary development (Amelia, 2022). Word wall is a collection of words displayed in large letters on a wall, bulletin board, or other display surface in the classroom. The use of interactive word wall has instructional potential for increasing vocabulary, as students also engage in word wall building activities in which students explore, evaluate, reflect on, and apply word meanings in meaningful contexts. Word wall display well-chosen words, which can assist teachers in building a foundation for students' vocabulary comprehension. Word wall media is the right media to keep students from getting bored and being active in class (Ramadhan & Zaharani, 2021).

Building a wall of words can easily be integrated into activities in the teaching and learning process. Keywords or terms related to the lesson or unit of study can be added gradually as they are introduced. When students use word wall, they become more aware of the words and their definitions, it also helps students become aware of the vocabulary in the world around them using word wall in learning. Word wall media helps students focus their vocabulary on selected words displayed on the

wall (Ramadhan & Zaharani, 2021). According to Zaen & Miftakh (2022), word wall is a collection of words or word parts in the form of a continuous and organized display of keywords used continuously that provides visuals for students and is used to teach vocabulary, spelling, letter-sound correspondence, and more.

b. Characteristic of Word Wall

According to Khair (2018) and Nurcahyani (2016), they mention some of the characteristics of word wall as the follow:

- 1) It serves as an interesting learning medium used by teachers for students in the class whose goal is to learn or memorize a collection of foreign language vocabulary.
- 2) It provides selected words printed on the classroom walls or wall magazines where students can easily see them from any direction.
- 3) It can be modified with attractive models, shapes, or colors to make it look more beautiful and can be used in various teaching and learning techniques so that students don't get tired of seeing it.
- 4) It is cumulative; when new words are introduced; old words remain for further study.
- 5) It has a conversational design that arranges the way students learn, think, and use words.
- 6) It serves as a temporary visual tool to assist students in independent reading.

c. Steps of Creating Word Wall

According to Jackson & Narvaez (2013), in teaching vocabulary by using word wall media, there are steps of word wall which are mentioned below:

- 1) Plan vocabulary

The first thing to do in making word wall media is to plan vocabulary. This vocabulary planning aims to adjust to the

vocabulary that is often used in everyday life and the vocabulary targeted by the teacher. So that the vocabulary is made to what is expected by the teacher. The steps in planning vocabulary in word wall are:

- a) The teacher finds out about familiar vocabulary (prior knowledge) and new vocabulary that students know.
- b) Teachers and students should work together to determine which words should be posted on the wall (Ainy, 2015).
- c) Teachers can choose words that are easy to remember by using favorite words on certain themes (Amelia, 2022).
- d) The teacher determines vocabulary targets that are by standards. The choice of vocabulary should be flexible and allow for additional words that arise during instruction.
- e) The teacher identifies the vocabulary that has been determined.
- f) After target vocabulary and phrases are identified and matched with pictures or realia, the teacher sketches a concept map to organize content and relate vocabulary.

2) Create word wall

After the teacher determines the vocabulary, the next thing to do is to make word wall media. In making it, what the teacher needs to pay attention to is that word wall is visible from all directions by students in the class. The steps in making word wall media are:

- a) After the teacher identifies vocabulary and makes sketches, the teacher prepares student worksheets that correspond to the sketches that have been made.
- b) Teachers are assisted by students in creating these words with various variations that will be more interesting for students (Farhan, 2018).
- c) Teachers can create word wall before learning begins. Word wall is written in large black letters and uses different background

colors so students can differentiate them (Silalahi & Napitu, 2021).

3) Place word wall

After making word wall, the next step is to place word wall on a strategic wall that is easily visible to students from all directions. The steps taken by the teacher are:

- a) After the teacher selects the vocabulary, the teacher arranges how to connect word wall sketches and student worksheets, then the teacher places word wall frames in the classroom.
 - b) The teacher can use a large sheet of paper or a special whiteboard as a base (Silalahi & Napitu, 2021).
 - c) The teacher arranges the words alphabetically to make it easier for students to memorize them (Tamba *et al.* 2022).
 - d) Word wall is placed in a cupboard or classroom door, on a classroom wall, in a window, or hung from the ceiling with a wire.
 - e) The teacher should place the words where each student can see them, the words are written in large black letters using a variety of backgrounds and colors to further differentiate the vocabulary (Ainy, 2015).
 - f) Teachers can group words into several categories (Farhan, 2018).
 - g) Students are allowed to participate in the construction process.
 - h) The teacher can pair selected words with pictures or real objects.
- ### 4) Use word wall in classroom

After word wall is installed, the teacher then applies word wall to students in the class. There are various steps taken by the teacher in the classroom in implementing word wall media, namely:

- a) Once word wall is installed, the teacher uses word wall with students. Teachers plan and structure instruction around word wall.

- b) The teacher asks students to pay attention to word wall media on the class wall. Then the teacher asks students to listen and divides students into groups (Amelia, 2022).
 - c) The teacher introduces vocabulary during teaching.
 - d) The teacher provides enough practice so that the words can be read and spelled automatically and ensures that the words from the wall are always spelled correctly. Teachers and students can practice word wall every day using a variety of activities such as matching words, associating words, and eliminating letters (Ainy, 2015).
 - e) Teachers can use word wall in various activities such as listening, speaking, reading or writing (Farhan, 2018).
 - f) To support class management, students are allowed to add items as directed by their teacher during discussions and explanations. Because students take part in building word wall, they are very proud and enthusiastic about conveying it to other students.
- 5) Complete the student note sheet and shared word wall
- The final step taken by the teacher is to repeat the activities described above at each meeting until they meet the teacher's target. The steps are mentioned below:
- a) Word wall must be removed frequently so students can understand and see their relevance (Ainy, 2015).
 - b) Teachers can add new words to word wall as needed with five words per week. Students can also update the definitions of wall words they have learned as they develop deeper understanding (Silalahi & Napitu, 2021).
 - c) Word wall can display the spelling of the week's word on the wall. Save year-round spellings of words on the wall to help students memorize words (Farhan, 2018).
 - d) Teachers can take photos of completed word wall and give copies of the photos to students to stick in their notebooks. In addition,

photos can help teachers remember how they set up walls and lighten the burden of planning year after year.

d. Types of Word Wall

In applying word wall, the teachers can use several types of word wall in the classroom, including as mentioned by Kusuma (2021), below:

2) Quick definition

Students select and write a word to match the definition. Repeat the process to encourage students to review all the words they choose with the answer.

3) Word Picture

Working in teams, students select one of the words from word wall and illustrate it on the board. The opposing team gets points for guessing correctly and illustrating other words.

4) Guess the word

The teacher gives a word to students to guess the meaning of the word and its definition in Indonesian, then the teacher corrects the answer. This can be done in groups or individually during class learning.

5) Mind Reader

The teacher thinks of a vocabulary on word wall and gives five clues to say it. By the fifth clue, all students must know the word. If the success clue confirms the student's initial guess, the student can write another word.

6) Word Wall Activity

There are several activities for teachers using word wall in class:

a) Point, Clap, Sing

The teacher mentions the word, one of the students points to word wall and then all recite the letters of the word and the student clap their hands.

b) Vocal Game

Students can write words and underline all vowels, or decide if the vowel is long, short, or controlled by another letter (star - r victory vowel and neither long nor short).

c) Word wall stories

Students write understandable stories that are arranged using the words on word wall. This can also be quite a challenge for students, to make sure the story makes sense having to make up a lot of the words used.

d) Bingo word wall

Students have always loved the game of bingo. In this activity, students write down some words on word wall, 10, 15, or 20. The teacher then randomly mentions some names word wall. As he thought about those words, the students underlined word or place a chip on top of the word. The former has their word read by the teacher first is the winner.

e) Guess word wall

Students play with their friends to guess the words written with their fingers on their friends' backs, then their friends guess the words written on their backs.

e. Purposes of Word Wall

Several purposes are achieved when using word wall as learning media namely: First, Word wall support students' vocabulary development. In the classroom, Word wall can be used to develop vocabulary. Word wall provides examples of words that learn difficult concepts. Many teachers create word wall to support students learn words with difficult vocabulary. To be able to include important words. Lastly, word wall provides space for students to sort and categorize words and phrases (Kahar & Baa, 2021).

According to Kurniasih *et al.* (2015), there are many functions of word wall which are mentioned below:

- 1) Word wall can provide an approach to teaching students' vocabulary with an emphasis on student engagement and thinking skills.
- 2) Using word wall in the classroom can build students' vocabulary, thereby increasing their understanding of reading and better writing styles.
- 3) Word wall can help students improve their spelling skills and awareness of spelling patterns so that students' pronunciation becomes better.
- 4) Word wall can provide visual cues to students about the letters used in a word, so that students can write with the correct spelling of letters.
- 5) Word wall can encourage students to increase their independence in reading and writing so that students are more active in learning in class.

f. Advantages of word wall

According to Irawati (2017), the advantages of using word wall method which are mentioned below:

- 1) Word wall can assist students in teaching important parts of words, so that students better understand vocabulary mastery.
- 2) Word wall can improve vocabulary mastery and development which is part of reading and writing, so that students can read and write better. This is because students can consciously see word wall during recess and class.
- 3) Word wall can train students' English and communication by using language creatively and being more familiar with English. This is because students learn to remember and spell words, and see patterns and relationships in words.
- 4) The teacher can make variations of word wall games using the teacher's own words so that learning in class is not boring and the word would stay in the student's long-term memory.

- 5) The teacher can choose vocabulary topics or vocabulary forms so that students are expected to master vocabulary according to the teacher's target.
- 6) Word wall can provide reference support for students during English learning and can be used as classroom decorations.

g. Disadvantages of Word Wall

According to Kusuma (2021) and Farhan (2018), the disadvantages of using word wall are as follows:

- 1) The application of word wall media takes time to develop because learning vocabulary using word wall method requires patience, students memorize vocabulary bit by bit so it takes a long time to be able to master a large vocabulary.
- 2) Making word wall requires equipment to reproduce because in its manufacture it requires paper, stationery, computers, printers, and boards. So, it takes a lot of money to make it. When teachers cannot determine efficient materials, this media will require a lot of money because making word wall is not enough for one or two sheets of paper used, but requires quite a lot of paper.
- 3) The use of word wall media is seen as a busy job because word wall is made regularly every day or every week so it takes a lot of time to sacrifice to make them.
- 4) Making word wall using imagination and creativity to produce a good word wall. So that the purpose of making it can be achieved properly.

Based on the literature review above, the theory that will be used as a theory. The results of the research conducted are the use of wall words in vocabulary learning in seventh grade at SMP Islam Al Falah Rawalo Banyumas.

B. REVIEW OF RELEVANT THE STUDIES

In compiling this research, several previous studies related to this research were considered. The following is a comparison between the results of this study and previous studies:

The first study is conducted by Zaen & Fauzi Miftakh (2022), entitled “The Use of Wordwall Media to Enrich Students Vocabulary Size in EFL Class”. The purposes of this study are to how the process use word wall media in enriching vocabulary at Junior High School, and the student perception about the use of Word Wall Media. The result of the research is that word wall media is the right medium for vocabulary learning and also from the students' perception of word wall media, it can be seen from the feeling of seventh graders that word wall media can help them understand some vocabulary, word wall media can memorize vocabulary easier and faster, students use word wall media to master vocabulary without any difficulty, they feel very enthusiastic, exciting, fun, Enjoy, not bored. In this study, there is similarity, namely describing the use of word wall media. While, the difference in this study is that this current research does not examine the teacher perspective in the use of word wall media, but in this previous study, it explains the student’s perspective.

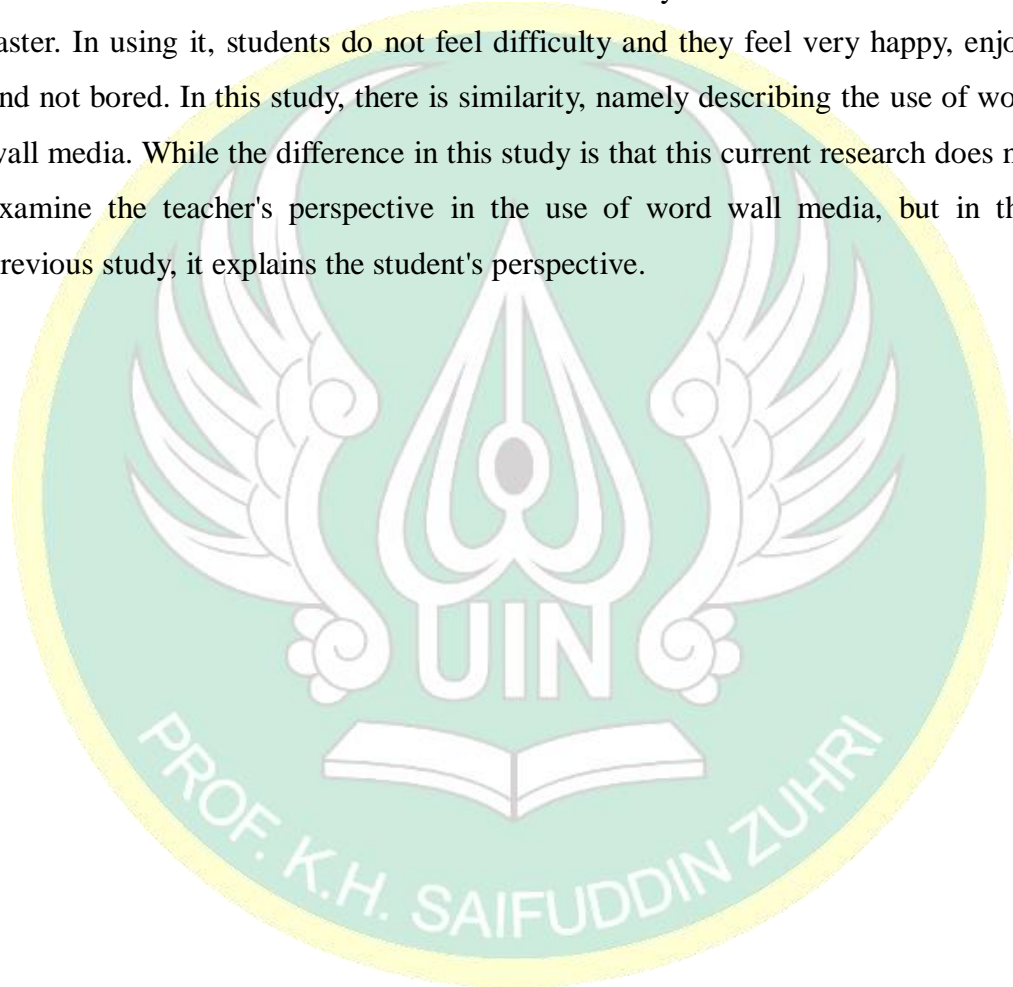
The second study is conducted by Ismiyati & Saputri (2020), entitled “Using Word Wall to Improve English Vocabulary Mastery: Systematic Review”. The purpose of this study is to describe the use word wall that it can be the effective media to improve vocabulary mastery and to collect some information relating to the use of word wall from the 10 sources selected through the inclusion and exclusion criteria. The result of the research is that the use of wall word can be the effective media to improving students' mastery of English vocabulary. In this study, there is similarity, namely describing the use of word wall media. While, the difference in this study is that this current research does not examine the teacher perspective in the use of word wall media, but in this previous study, it just explains the results of 10 studies that have examined word wall media.

The third study is conducted by Altayani (2021), entitled “The Use of Word Wall Media to Develop Student's Vocabulary for The Seventh Grade of MTs Shiratul Ulum Kertomulyo, Trangkil, Pati in The Academic Year Of 2020/2021”, Education and Teacher Training Faculty Walisongo State Islamic University Semarang 2021. The purpose of this research is to describe the use of word wall media to develop students' vocabulary for Seventh Grade and explain the strengths and weaknesses of the use of word wall media to develop students' vocabulary for Seventh Grade. The results of this study are that word wall vocabulary is found to be helpful and effective on students' vocabulary understanding, especially the seventh-grader students of MTs Shiratul Ulum Kertomulyo, Trangkil, and Pati. In this study, there is similarity, namely describing the use of word wall media in seventh grade. While the difference in this study is that this current research does not examine the teacher's perspective in the use of word wall media, but this previous study, it explains the advantages and disadvantages of using word wall media.

The fourth study is conducted by Mariati (2018), entitled “The Implementation of Word Wall Media on Improving Students' English Vocabulary”, Faculty of Education and Teacher Training Ar-Raniry State Islamic University Banda Aceh 2018 M/1440 H. The purpose of this research is to investigate the students' vocabulary mastery improvement and the students' perception toward the implementation of word wall media. The results of this study are that Word wall media is one of the effective media used in teaching learning vocabulary to beginner-level students. It can be proven by the students' opinions in questionnaires that all of the students feel easy to master vocabulary than they learn with a textbook. In this study, there is similarity, namely describing the use of word wall media. While the difference in this study is that this current research does not examine the teacher's perspective in the use of word wall media, but in this previous study, it explains the student's perspective.

The last study is conducted by Zakiyah (2022), entitled “The Use of Word Wall Media in The Teaching Vocabulary to The Seventh Grade Students at SMP N

30 Batam University of Islam Malang Post Graduate Program English Language Teaching Study Program January 2022. The purpose of this research is to know how the teacher uses word wall media in the teaching of vocabulary and know the students' perception of the use of word wall media in the teaching. The results of the study show that word wall media is the right medium for learning vocabulary. This is from the perception of class VII students that word wall media can make it easier for students to understand some vocabulary and memorize vocabulary faster. In using it, students do not feel difficulty and they feel very happy, enjoy, and not bored. In this study, there is similarity, namely describing the use of word wall media. While the difference in this study is that this current research does not examine the teacher's perspective in the use of word wall media, but in this previous study, it explains the student's perspective.



CHAPTER III

RESEARCH METHOD

This chapter discusses the research methodology. It consists of the type of the research, research location, data source, data collection techniques, data analysis techniques and instrument of the research.

A. Type of the Research

This research was field research with a qualitative descriptive method. Qualitative descriptive research is a research strategy that investigates life events and phenomena (Rusandi & Rusli, 2014). In this research, research was conducted that focused on the implementation of word wall media carried out by an English teacher as a vocabulary learning media at SMP Islam Al Falah Rawalo Banyumas 7th grade in the 2022/2023 academic year. This research carried out data collection obtained from interviews with English teacher, classroom observations, and documentation at the research site. Then, from the results of the research, it was made into a descriptive chronology and a response was given as a conclusion. The purpose of this research is to reveal, clarify and present the implementation of word wall media carried out by English teacher in the classroom.

B. Research Locations

In this study, the research location was chosen at SMP Islam Al Falah Rawalo Banyumas which was located at Jl. HM. Bachroen No. 35 Banjarparakan Rawalo Banyumas. It was chosen to study this school based on the following reasons:

- a. Based on preliminary observations, the 7th grade English teacher has used a variety of methods. So that students in class could participate in class learning actively, enthusiastically, and not get bored.
- b. The 7th grade English teacher has implemented word wall media in teaching vocabulary. Therefore, from the students' test scores it can be seen that students' mastery of vocabulary learning was quite good.

- c. Based on preliminary observations by coming directly to the classroom, students were active in learning English which makes the teacher able to present the material in class very well.

C. Data Source

The data sources in this study are people or data objects that are expected to provide information during the research. In this study, data sources include subject and object data sources.

a. Research subject

The total of 7th grade students at SMP Islam Al Falah Rawalo is 109 students, including 58 male students and 51 female students who were divided into 4 classes, 2 classes for female students and 2 classes for male students. At this school, male and female students were separated into different classes because the school was based on an Islamic boarding school. There were 2 English teachers at the school. Research data subjects who were within the scope of the research and people who can provide valid information about the research being studied. To sum up, the subjects in this research were one English teacher and 51 female students at SMP Islam Al Falah Rawalo Banyumas.

b. Object of research

The object in this study is:

- 1) The use of word wall media in teaching vocabulary in 7th grade of SMP Islam Al Falah Rawalo Banyumas.
- 2) Teacher's perception about the strengths and weakness of the use of word wall media in teaching vocabulary in 7th grade of SMP Islam Al Falah Rawalo Banyumas.

D. Data Collection Techniques

Data collection techniques in this study used data triangulation technique. Data triangulation is the use of several complementary data to investigate a phenomenon. Data triangulation can be done in several ways. Primary data for

qualitative research most often comes from observations and interviews. In addition, documentation can be done to complete the data (Donkoh, 2023). Meanwhile, to collect information about the strengths and weaknesses of the use of word wall media in teaching vocabulary for Seventh Grade of SMP Islam Al Falah Rawalo Banyumas, the interview technique was used. A more complete explanation is explained below:

a. Observational Technique

Observation is a method of collecting data regarding the actual situation in research (Raftery, 2018). This activity was carried out to dig up accurate and factual information about the use of word wall media in learning vocabulary in 7th grade of SMP Islam Al Falah Rawalo Banyumas. In this case, it has been done by coming directly and seeing the activities carried out in class at October 11th until 19th, 2023. In this study direct observations and non-participating observations were made in 7th grade to obtain information about the learning process, student conditions, strategies, and other information that could assist research. In the observation, observations were made four times by checking the list that had been made before.

b. Interview Technique

Interview is a data collection technique that is carried out to find information after initial observation.

The purpose of the interview to obtain in-depth information is as follows:

- 1) The research can get answers from research question 1, which is "How is the use of word wall media in teaching vocabulary for seventh grade of SMP Islam Al Falah Rawalo Banyumas?"
- 2) To get an answer to research question 2, that is "What is the teacher's perception about the use of word wall media in the teaching vocabulary for the seventh grade of SMP Islam Al Falah Rawalo Banyumas?"
- 3) It can ask follow-up questions that arise at any time after making observations.
- 4) Respondents tend to answer when asked a question.

5) Respondents can answer and tell something in the past and in the future.

To obtain information, direct interviews were conducted with the 7th grade teacher at SMP Islam Al Falah by asking questions related to the application of the use of word wall media in learning vocabulary and the teacher's perception of the application of the use of word wall media in learning vocabulary. Interviews were conducted by providing a list of questions that had been prepared. The interview was conducted in a semi-structured manner, if the prepared questions did not provide the necessary information, additional questions were asked according to the teacher's responses and permission (Adams, 2015). This technique of adding information was adapted to the situation and conditions at school so that this technique was needed and accurate in collecting data from a study. All information obtained from the results of interviews was explained clearly and easily understood.

c. Documentation Technique

Documents can be in the form of writing, drawings, or someone's monumental work. Documentation was done to complement the data obtained from the results of observations and interviews. In this study, photos of activities, archives, lesson plans, and word wall media used in 7th grade of SMP Islam Al Falah Rawalo Banyumas. Triangulation was used as a data collection technique, so that it can collect data while testing the credibility of the data to get accurate and precise conclusions. Documentation was done simultaneously with observation.

E. Data Analysis Techniques

Data analysis in qualitative research according to Kusuma (2021), is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials collected to find out the results of the research and which can be developed to be presented to others. In this study, several steps were taken to analyse the data mentioned below:

a. Reduction data

In this study, observations, interviews, and documentation techniques were combined to complete the data. From all the data obtained, enter the selected data from the results of observations, interviews, and documentation. The data reduction technique in this study was taken from each action activity. Starting from teacher, students, and vocabulary learning activities in 7th grade of SMP Islam Al Falah Rawalo Banyumas that need to be taken to complete and simplify the data.

b. Data presentation

Presentation of data is the next step after data reduction. After selecting the important things needed, the results of the data can be described in the form of a description. In presenting the data, a qualitative descriptive method was used which was taken based on the activities that had been carried out in the field.

c. Data verification (conclusion)

Concluding is the result of all the data that has been entered and written down in the presentation of the data. Data verification was carried out to check the validity of the data from the sources studied with data obtained from the field. This data validation was carried out from the implementation of word wall media in teaching vocabulary at SMP Islam Al Falah Rawalo Banyumas. Thus, presented and checked the correctness of the data obtained from beginning to end.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents data analysis and discussion to answer research questions collected from observations, interviews, and documentation. The important points in this chapter are identifying the implementation of word wall media in teaching vocabulary and identifying the strengths and weaknesses according to the teacher's perception in 7th grade of SMP Islam Al Falah Rawalo.

A. The Use of Word Wall Media in Teaching Vocabulary

Vocabulary is very important for English students, so teachers in the classroom use strategies so that students can understand vocabulary well. The media that can be used by teachers in teaching vocabulary is by using word wall media. Just like a teacher at SMP Islam Al Falah Rawalo has used this media. According to Jackson & Narvaez (2013), five steps can be used by teachers in using word wall media, namely planning vocabulary, creating word wall, placing word wall, using word wall, and advanced use word wall which will be explained below:

1. Planning Vocabulary

The first step to take is planning vocabulary. Planning vocabulary is determining the vocabulary that will be created for word wall, so that when it is created it will be organized and by the specified target.

Based on observations made in planning vocabulary, the teacher planned vocabulary by looking at vocabulary book which consisted of 10 vocabularies on their meanings. The teacher used a book in planning vocabulary entitled "500 Important English Vocabulary" which was taken from the article. Vocabulary was given before learning was finished. This is also confirmed by the results of the teacher interviews below:

"At the beginning of school, I explained word wall media to students. What is word wall media? How to make it and how to use it? Then I divided the students into several groups containing a maximum of 4 to 5 students. Usually, one class has 6 to 7 groups. The group will also be a

study group in English lessons. After that, I wrote 10 vocabulary words at the end of the lesson that students would create for one week. In the following week, students collect 10 vocabulary words that were created at the beginning of the lesson". (Interview with teacher on October 27, 2023).

In the results of another interview, the teacher found out about the students' vocabulary. Below are the results of the interview:

"By asking students, have you ever studied English or not? Most of them have never studied English. This is because they school in elementary school but there are a few students who have learned English because they school in madrasah. (Interview with teacher on October 27, 2023).

From the observations and interviews above, it can be concluded in planning vocabulary as the following:

First, before planning vocabulary, the teacher found out the students' vocabulary by asking whether they previously studied English. Second, the teacher determined the vocabulary by looking at the vocabulary book. This book consisted of 500 important vocabulary words that were taken from articles. The book was entitled "The Essential English 500 Vocabulary" which was taken from the article [https://abrotherabroad.com/wp-content/uploads/2018/06/001-500-Essential-English-Words-A-Saudara-Abroad -Daftar- Vocab-Bantuan-Learning-v3-20180614.pdf](https://abrotherabroad.com/wp-content/uploads/2018/06/001-500-Essential-English-Words-A-Saudara-Abroad-Daftar-Vocab-Bantuan-Learning-v3-20180614.pdf). Third, the teacher determined 10 vocabulary words and their meanings each week. The vocabulary came from the teacher and was provided before word wall was created. Finally, vocabulary was given by the teacher before the lesson was finished. The teacher wrote English vocabulary and its meaning on the whiteboard.

Based on these findings, in planning vocabulary, the teacher knew the students' vocabulary. This is also by the theory which states that planning vocabulary aims to adjust the vocabulary that was mastered with the vocabulary targeted by the teacher so that the teacher must knew the students' vocabulary mastery (Pratiwi, 2023). In addition, the teacher could determine vocabulary by asking students about the vocabulary that will be displayed. The teacher asked students about the words that would be pasted on the wall

(Tamba, *et al.* 2022). However, in this step, the teacher did not determine vocabulary by asking students, but the teacher planned vocabulary by looking at the vocabulary book.

In determining vocabulary, the teacher could also choose a favorite vocabulary or vocabulary that was most often used. The teacher chose words that were easy to remember by using favorite words on certain themes (Amelia, 2022). Teacher could also include the most frequently used words and vocabulary should be added gradually (Ainy, 2015). Furthermore, the teacher could add new words to word wall as needed, five words per week (Silalahi & Napitu, 2021). However, in this step, the teacher did not add 5 vocabularies per week, but the teacher added 10 vocabularies per week.

In conclusion from the data above, the teacher in planning vocabulary was taken from a vocabulary book, the book consisted 500 important vocabularies. So, in this case, it could make it easier for the teacher to plan vocabulary and was also more practical and saves time.

2. Creating Word Wall

After planning vocabulary, the second step is creating word wall. In creating word wall, it is made with large and clear letters, with the aim that students can see word wall from all directions.

Based on the results of observations, word wall was created by students in groups consisting of 4 or 5 members. Then word wall was made using book paper which was cut according to the students' creativity and written in bold letters and colored. In making it, the teacher did not help the students. This is also confirmed by the results of the teacher interviews below:

"Oh yes. To make word wall, I asked the students to make it using paper, it could be notebook paper or drawing books. But they all used notebooks. Yes, maybe this is because they chose what was easier to find. And I had freed them in making it. But I had emphasized making it in big and bold letters." (Interview with teacher on October 27, 2023).

From the observations and interviews above, it can be concluded in creating vocabulary as the following:

First, word wall was created by students in groups consisting of 4 or 5 students. Students worked together to create it, so word wall was much more varied and interesting. However, in this case, the teacher did not help the students. Second, the students made word wall using book paper according to the students' creativity. This was based on teacher's orders because the material was easy for students to obtain and the cost was cheap. Third, word wall was written in bold and colored letters according to student creativity. Lastly, the teacher did not help students in making word wall. However, the teacher only directed how to make a good and correct word wall. The teacher always provided feedback to students who had created word wall. So, it could be used as an evaluation for students to make word wall well.

Based on these findings, the first step in creating word wall was for the teacher to create groups of students. Students could also help in creating word wall (Farhan, 2018). Teacher could prepare student worksheets containing a collection of new vocabulary and its concepts (Pratiwi, 2023). After that, students were asked to make word wall according to the worksheet specified by the teacher.

Then, in creating word wall, word wall was written in large, clear black letters using various background colors to differentiate confusing vocabulary (Silalahi & Napitu, 2021). Teacher could add color to word wall to make it easier to differentiate vocabulary. Color coding could be used in various ways, for example, the same color can be used to highlight homonyms, synonyms, types of words, words, or categories that are often misspelled (Lestiana, 2016). However, in this case, the teacher did not use color coding on word wall instead the teacher only used bold letters that were colored randomly. So, the teacher in this case did not focus on differentiating the vocabulary displayed.

Then the teacher made the words in various forms that will be more interesting for students. To make it easy to see, the teacher wrote the vocabulary in large size (Irawati, 2017). To make it easier to place, the teacher could use a large sheet of paper or a special whiteboard as a base.

However, in this case, the teacher did not use a blackboard or wide paper, but the teacher used Styrofoam as a base. The teacher created word wall before the lesson began.

The conclusion from the data above, in creating word wall the teacher prepared Styrofoam as a base, and then the teacher directed how to make word wall properly and correctly. The teacher instructed the students to make word wall on book paper with bold, colorful writing. The teacher also gave students the freedom to be creative. However, the teacher also continued to feedback to students creating word wall, so they could carry out evaluations.

3. Placing Word Wall

After creating word wall, the next step is to place word wall. Based on the results of observations, students had placed word wall on the front wall before learning began. The basic materials used by students to install word wall are thick white Styrofoam and use pins as hooks. Students did not place word wall on real objects and students also did not sort or group word wall based on letters of the alphabet. However, students placed word wall randomly. In placing word wall, the teacher did not help the students. However, the teacher only directed how to place word wall properly and correctly.

This is also confirmed by the results of interviews with teacher. Below are the results of the interview:

“For placement, I used Styrofoam. I bought it with my own money. Previously, I installed the Styrofoam myself using a double tip but it came off easily, so I replaced it with clear insulation that worked (it didn't come off). For the binding, I used a pin. I used to use paper nails too, but they all disappeared because the students took them. And I also choose a place that can be seen by all students, either the front wall or the side.”
(Interview with teacher on October 27, 2023).

Based on the results of the observations and interviews above, the following can be concluded:

In placing word wall, the first step was the teacher placed word wall on an easily visible wall. Second, the basic material used is Styrofoam. Third, the

teacher used pins as a hook. Fourth, word wall was not placed on a real object. Fifth, word wall was not placed sequentially or grouped by letters, instead, students placed word wall randomly. Lastly, the teacher did not help students in placing word wall, but the teacher directed how to put up word wall properly and correctly.



Picture 4.1 The student placed word wall on the wall.

Based on the findings above, when placing word wall, the important thing to pay attention to was the location of the walls and the arrangement of the room. Word wall were flexible because they can be placed in cupboards, doors, indoors, or on classroom walls (Harwika, 2019). Word wall were placed on wall that are easily visible to students from all directions (Ainy, 2015). So that when students were active in class, students indirectly saw word wall. The teacher could use frames attached to the wall (Pratiwi, 2023). Teacher could also use large paper or a special whiteboard as a base (Silalahi & Napitu, 2021). However, in this case, the teacher did not use a frame and the teacher only used Styrofoam as a base.

In placing word wall, students were allowed to participate in the process (Pratiwi, 2023). In this case, the teacher placed word wall on a wall that is easy for students to reach, so that students could install and remove word wall easily. The teacher could pair selected words with pictures or real objects. However, in this case, the teacher did not attach word wall to a real object.

Teacher could classify vocabulary into several categories to make it easier for students to find the words they need (Sartika, 2017). The teacher could also arrange the words on the wall alphabetically, made it easier for students to read the list and find the words (Rahmah, 2023). However, in this case, the teacher did not group or sort the vocabulary alphabetically, because the teacher provided vocabulary randomly and also freed students to put up word wall, so students were required to be creative. To make it easier to place vocabulary, teacher could use thumbtacks to place it so that students could place vocabulary individually (Lestiana, 2016). However, in this case, the teacher used pins, according to the teacher thumbtacks were less effective because they often get lost.

4. Using Word Wall

After placing word wall, the next step is using word wall. Based on the observations result, the teacher pronounced word wall created last week plus word wall created this week, so a total of 20 vocabulary items were read by the teacher. All 20 vocabularies were imitated by all students. The teacher repeated the activity until the teacher felt that all students imitated it correctly. Then the teacher explained the meaning and gave examples of short sentences from the vocabulary that was created this week. Finally, the teacher always asked randomly selected students to guess the meaning of the vocabulary and provided feedback to give appreciation and comments to students who have created word wall.

The use of word wall is also confirmed by the results of interviews with the teacher below:

"After that, I explained the meaning and example sentences. Next, I pronounced word wall and all the students imitated it. In the future, I planned that in the second semester, the students will explain and make sentences. Lastly, I usually had a guessing game for the whole group but this rarely happens." (Interview with teacher on October 27, 2023).

Based on the results of the observations and interviews above, it can be concluded below:

The first step to use word wall was the teacher pronounced word wall which was imitated by all students. Second, the teacher explained the meaning and gave examples of short sentences from word wall. Third, the teacher played a word-guessing game with the students. Finally, the teacher provided feedback on word wall that was created.

Based on the findings above, word wall could be used in various ways, but teacher used word wall by pronouncing vocabulary with students and explaining the meaning (Amelia, 2022). The teacher introduced vocabulary when teaching in the classroom (Pratiwi, 2023). In this case, the teacher used word wall media at the beginning of the lesson before the material was delivered. The teacher asked students to pay attention to word wall media on the classroom wall. Then the teacher asked students to listen (Amelia, 2022). After that, the teacher spelled out the vocabulary that each student imitated. The teacher provided enough practice so that words were read and spelled automatically and ensured that word wall was always spelled correctly (Tamba, *et al.* 2022). To make classroom learning more interesting, teacher could use word wall in various activities such as listening, speaking, reading, or writing (Farhan, 2018).

Then, in using word wall, the teacher could ask students to explain word wall they had created (Pratiwi, 2023). However, in this case, only the teacher explained the vocabulary, but according to the results of the interview, the teacher planned that the students explain the vocabulary they created in the second semester. Students could rewrite vocabulary on the blackboard while explained the meaning so that other students could understand the vocabulary they created (Sartika, 2017). However, in this case, students wrote their vocabulary in notebooks for them to keep and use as references in reading and writing.

When using word wall, the teacher could also use word wall as a game medium. The teacher gave the students some random letters on paper. Students arranged letters to form a word (Altayani, 2021). In other cases, students could also choose several words to compose sentences. Students

were asked to write sentences to describe a person, animal, or object (Kusuma, 2021). But in this case, the teacher used a word-guessing game. Students were asked to guess the meaning of the selected words by shuffling.

5. Advanced Use Word Wall

The final step in using word wall is advanced use. Based on the results of observations, the teacher instructed all students to write 10 vocabulary words in notebooks from word wall created this week. Word wall that has been created was also displayed on the wall for a week. Then, after a week, word wall was saved by the student. Apart from that, the teacher added a vocabulary guessing game. The method used by the teacher was the teacher made several rolled-paper contained 5 vocabularies on each rolled-paper. Then, the rolled-paper was put into the jar. After that, the teacher shook the jar and took out a rolled-paper. The rolled-paper that came out was given to the group to guess the meaning of the vocabulary on the paper. After that, students guessed the meaning of the vocabulary in groups.

This was also confirmed by the teacher in the interview results below:

“On display for a week, after that, it was replaced with new vocabulary. So, like this, I entered the class and there was already word wall on display. After that, I pronounced it out and explained what it meant. Word wall just explained is then displayed on the wall for a week. Additionally, I asked students to rewrite word wall that are already posted in their notebooks. The aim is to make it a reference for them in reading and writing skills. In the notebook, there is also daily vocabulary that adapts to the material presented. Usually, there are 10 vocabulary words, but it depends on the material.” (Interview with teacher on October 27, 2023).

Based on the results of the observations and interviews above, it can be concluded as the following:

The first advance use word wall was when the teacher instructed all students to write 10 vocabulary words in a notebook from word wall created this week. Second, word wall that had been created is displayed on the wall for a week. Third, word wall was kept by students. Lastly, the teacher added a vocabulary guessing game.

Based on the findings above, in the advanced use of word wall teacher could increase vocabulary by 20 new words per week until the end of the year a teacher could teach more than 1200 new words (Anggraini, 2018). But in this case, the teacher only added 10 vocabulary words a week. Then the teacher could put up word wall for a week. This aims to help students remember vocabulary without having to memorize it (Silalahi & Napitu, 2021). After a week of the display, word wall was removed and replaced with new vocabulary so that students could understand and see its relevance (Ainy, 2015).

The teacher could take photos of the completed word wall and gave students copies of the photos to stick in their notebooks. Additionally, photos could help teacher remember how they arranged their walls and ease the burden of planning from year to year (Pratiwi, 2023). However, in this case, the teacher did not take a photo of word wall but rather instructed the students to save word wall that had been installed. Finally, the teacher could give a post-test via Word Wall media to determine the help of students' vocabulary (Makalalag, *et al.* 2023). In this case, the teacher gave questions to students by asking the meaning of randomly selected vocabulary.

B. The Teacher's Perception About Strengths and Weaknesses of Word Wall Media

In using word wall media, there are strengths and weaknesses. The strengths and weaknesses of word wall media will be mentioned below:

1. The Strengths of Word Wall Media

The strengths of using word wall are divided into two, namely strengths for students and strengths for teachers which are mentioned below:

a. Strengths for students

According to the teacher's perspective, there are five benefits of using word wall for students, namely word wall can familiarize the students with vocabulary skills, word wall can motivate learning English

vocabulary, word wall can help students in reading and writing, word wall can help students communicate in English, and word wall can be used as a referral.

1) Familiarizing the students with vocabulary skills

The first benefit of word wall for students was that it could familiarize the students with vocabulary skills. Word wall could help students to understand vocabulary, remember vocabulary and understand important parts of vocabulary. By using word wall, students were more precise and reduced errors in choosing vocabulary. Based on the results of interviews with teacher below:

"In my opinion, using word wall media could familiarize the students with vocabulary and it was more interesting than just memorizing each vocabulary word every day. Sometimes students got bored with memorizing vocabulary and now it was not recommended to memorize vocabulary, but students were asked to understand every sentence gave by the teacher. Yes, because every time I added vocabulary, I explained the meaning and gave examples in sentences, so that they knew the meaning and purpose of the vocabulary. By knowing the meaning and purpose of vocabulary, students would not made mistakes in interpreting vocabulary." (Interview with teacher on October 27, 2023).

Based on the interview results above, it can be concluded that by using word wall students could understand vocabulary. Word wall contained several vocabulary words which always explained their meaning and gave examples. Word wall was also an interesting medium for learning vocabulary, because when used students were not burdened with memorizing vocabulary. However, students must understand every English sentence.

Based on the results of observations students could familiarize the students with vocabulary. Firstly, the students did not know the meaning and did not know how to pronounce the new vocabulary given, but after the teacher explained the meaning and said the vocabulary, the students knew the meaning and knew the correct

pronunciation. So, in this case, the teacher succeeded in making students familiarize with vocabulary.

Based on several of the findings above, the strength of using word wall media was word wall could familiarize the students with vocabulary, especially in important parts of vocabulary, namely meaning, definition, and purpose (Tamba, *et al.* 2022). Furthermore, word wall was also able to remember vocabulary without felled nervous because students used word wall without any pressure from the teacher so they could learn vocabulary casually and happily (Anggraini, 2018).

2) Motivating the students to learn vocabulary

The second benefit of word wall media for students was that word wall could motivate students to learn vocabulary. By using word wall, students were more enthusiastic and more interested in learning vocabulary. Based on the results of interviews with teacher below:

"Yes, because word wall was used every day, it made students got used to English vocabulary, so that it made them more interested in learning English. Yes, because I used word wall by pronouncing vocabulary repeatedly and I asked students to create word wall in groups so that all students participate."
(Interview with teacher on October 27, 2023).

Based on the results of the interview above, it can be concluded that word wall could motivate students to learn vocabulary, because the teacher used word wall every day so that students familiar with vocabulary and made them more interested in learning vocabulary.

Based on the results of observations, students enthusiastically participate in vocabulary learning. Students enthusiastically pronounced vocabulary together with the teacher. When the teacher asked students to repeat the vocabulary, the students enthusiastically repeated it without feeling burdened. So, in this case, the teacher succeeded in motivating students to learn vocabulary.



Picture 4.2 The Students enthusiastically participate in vocabulary learning.

Based on the findings above, the strength of using word wall media was that word wall could motivate students to learn vocabulary because word wall could attract students' attention to master vocabulary (Khair, 2018). In addition, word wall could foster student independence because students were given the freedom to determine the vocabulary in notebooks (Pratiwi, 2023). However, in word wall students did not have the freedom to determine vocabulary.

3) Helping the students in reading and writing

The third benefit of word wall media for students was that word wall could help students in reading and writing. By using word wall students had many vocabularies. So, word wall could help students' reading and writing skills. Based on the results of interviews with teacher below:

"Yes, because when used word wall, I always pronounced the vocabulary created, and there was also an individual assignment to rewrite the vocabulary in a personal notebook which helped students' vocabulary skills. So, it helped their

reading and writing abilities." (Interview with teacher on October 27, 2023).

Based on the interview results above, it can be concluded that word wall could help students in reading and writing. When using word wall, the teacher always pronounced vocabulary together with students and the teacher also gave students assignments to rewrite the vocabulary in their notebooks to help the students' vocabulary. Then, students could freely choose vocabulary without difficulty.

Based on the results of observations students understand the lessons given by the teacher. Students could work on questions given by the teacher. After the questions were corrected, the results obtained by the students were good. So, with good grades, it could be concluded that students could understand the lesson.

Based on several of the findings above, the strengths of using word wall media was that word wall media could promote reading and writing because by using word wall were accustomed to spelling and creating words by writing them so that they have time to practice and write with words (Sartika, 2017). Then, word wall could help reading comprehension and writing style because students familiarized vocabulary knowledge so that the vocabulary they chose becomes diverse (Lestiana, 2016). In addition, word wall could help students responsibility for spelling certain words correctly every time (Altayani, 2021). Word wall could teach students to spell words because when used word wall was always spelled by the teacher which was imitated by all students (Hanny, *et al.* 2018).

4) Helping the students to communicate in English

The fourth benefit of word wall for students is that could help students to communicate in English. Word wall could familiarize the students with vocabulary so that students did not hesitate and embarrass to communicate used English. Based on the results of interviews with teacher below:

"Hopefully it could be done, but most students thought communicating in English was not important, so they did not study it enough. However, students were able to understand the English conversations that I provided through listening material." (Interview with teacher on October 27, 2023).

Based on the results of the interview above, it can be concluded that word wall could help students to communicate in English, but students did not deepen their communication skills because they thought communication skills were not important so students could not communicate in English. However, students could understand English sentences.

This is confirmed by the results of observations that students could communicate in English because students could pronounce English vocabulary and understand vocabulary meaning. However, because students lacked communication skills, students could only understand English sentences. Students could find out the meaning of the English sentences given.

Based on several of the findings above, the strength of using word wall media was that word wall could help in communicating, especially in English (Amelia, 2022). However, the teacher was doubtful, because the teacher who taught English did not emphasize communication but students only asked to understand every English sentence given.

5) As a referral for students

The fifth benefit of word wall for students was that word wall could as a referral for students. By using word wall, students had a referral for learning vocabulary, so students used word wall as a guide in finding the meaning of vocabulary. Based on the results of observations with the teacher below:

"Yes, I also asked students to rewrite word wall they have made in their notebooks. So, when I asked to make a sentence or work on reading questions, students sometimes looked at the notebook." (Interview with teacher on October 27, 2023).

Based on the results of the interview above, it can be concluded that word wall could be used as a referral by students in learning vocabulary. Students could see the vocabulary they created on word wall or the vocabulary they wrote in their notebook so that when students had a vocabulary that they had not memorized, they could see word wall or notebook.

This is confirmed by the results of observations that students brought notebooks and used them like a dictionary. Students sometimes looked at the notebooks to find out the meaning of vocabulary they had forgotten. So, they like to have a reference source in learning vocabulary.

Based on several of the findings above, the strength of using word wall media was that word wall could provide supporting referral for students in choosing vocabulary and could be used to decorate the classroom (Irawati, 2017). In addition, word wall could give students easy access to the words they needed. Students were given the freedom to add vocabulary they wanted to know on word wall (Anggraini, 2018).

b. Strengths for teachers

The second strength of word wall is strength for teachers. According to the teacher's perspective, there are two strengths for teachers using word wall, namely the teacher can determine the target vocabulary that must be mastered and the teacher can manage the class in teaching vocabulary.

1) Determining target vocabulary

The first strength of word wall for teacher was that teacher could determine the target vocabulary. Word wall made it easier for teacher to target vocabulary. Based on the results of interviews with teacher below:

“Yes, because every week I provided 10 new vocabularies to create on word wall. In each lesson, I also gave assignments to students to write 10 vocabularies that they did not know the

meaning and then students looked for the meaning together in the dictionary. So, the students added 20 English vocabularies in one week." (Interview with teacher on October 27, 2023).

Based on the interview results above, it can be concluded that teacher could determine the target vocabulary. The teacher provided 20 new vocabularies every week. So, in one month the teacher could add a minimum of 80 vocabularies.

This is confirmed by the results of observations that the teacher gave 10 vocabularies and the teacher asked the students to look for 10 vocabularies which they did not know in the learning material. So, in one week the teacher could add 20 new vocabularies, and if in one month the teacher could add at least 80 vocabularies.

Based on the findings above, teacher could add new vocabulary to word wall as needed. The teacher could add five words per week in word wall. If it is still not enough, the teacher could add 10 to 20 new vocabularies (Silalahi & Napitu, 2021). However, in this case the teacher added new vocabulary in word wall only 10 new vocabularies and the teacher also added 10 new vocabularies in notebooks apart from the vocabulary on word wall. So, in one week, the teacher added 20 new vocabulary words.

2) Managing the class

The second strength of word wall for teacher were that teacher could manage the class when teaching vocabulary. The use of word wall was pronounced together and the meaning was explained together with the students. So, teaching vocabulary in class was more conducive. Based on the results of interviews with teacher below:

"Yes, the use of word wall was done collaboratively. I pronounced word wall and every student imitated it. I kept repeating the pronounced until every student pronounced it correctly. So, in teaching vocabulary, the teacher is always accompanied, so it is easy to manage the class." (Interview with teacher on October 27, 2023).

Based on the interview results above, it can be concluded that word wall could help teacher to manage the class in teaching vocabulary. The teacher used word wall by pronouncing vocabulary which was followed by all students. The teacher repeated the pronunciation of the vocabulary until all students were correct.

Based on the results of observations the teacher could manage the class when learning vocabulary. Students together with the teacher carried out all activities using word wall. Students had a special time to learn vocabulary with the teacher, so all vocabulary learning activities were managed by the teacher.



Picture 4.3 The teacher could manage the class when learning vocabulary.

From the findings above, the strength of word wall for teacher was that word wall were flexible, so teacher could use them at several levels of students. Then, word wall was also an interesting and non-monotonous medium so they could be used in various activities to provide adequate skills training (Amelia, 2022). Furthermore, word wall could make it easier for teacher to convey learning (Sari, *et al.* 2023). Not only that, word wall activities could make the classroom atmosphere more effective and interesting (Rahmah, 2023). In addition, word wall could create pleasant

situations (Khair, 2018). Then, teacher could create variations of word wall game by using the teacher's own words, so that learning in class was not boring and the words stuck in students' long-term memories (Irawati, 2017).

2. The Weaknesses of Word Wall Media

According to the teacher, there are three weaknesses to using word wall for teacher and the students, namely word wall required cooperation, word wall required patience, and word wall required costs. The weaknesses of word wall according to teachers will be explained below:

a) Requiring cooperation

The first weakness of word wall according to the teacher is that word wall requires good cooperation between fellow students or students and teachers. Based on the results of the interview below:

"I thought that sometimes students did not create a complete word wall because they did not work well together. I asked students to create 10 vocabularies on word wall in groups. When there were students who did not contribute to their group then there was word wall that was not created." (Interview with teacher on October 27, 2023).

Based on the results of the interview above, it can be concluded that word wall required good cooperation between students and students. In making word wall, the teacher made groups of students work together to make word wall. When there were students who did not help made word wall, then word wall created was incomplete.

Based on the results of the observation, there are 10 vocabularies created by students and had been posted on the wall, so during the observation the students worked together well. However, according to the teacher's experience, some groups did not work together well so word wall that was created was incomplete.

Based on the findings above, the weakness of word wall required good cooperation. Word wall was created and used together. Students in

groups created word wall and teacher explained vocabulary to the students. So, when there were passive students, they would give responsibility to active students so that made word wall was not good (Khair, 2018).

b) Requiring patience

The second weakness of using word wall according to the teacher is that word wall requires patience. The use of word wall is carried out repeatedly and consistently. So, students need a long time to instill an understanding of vocabulary. Based on the results of interviews with teacher below:

“Yes, it did require consistency, because it was done every day for a whole year so it required patience. When I'm impatient, I would stop because I'm not quick enough to instill an understanding of vocabulary.” (Interview with teacher on October 27, 2023).

From the results of the interview above, it can be concluded that word wall was a long-term medium, meaning that it took a long time so that students could understand a lot of vocabulary. When it was inconsistent, students did not get maximum results, meaning students did not get many additional new vocabularies.

This is confirmed by the results of observations that the teacher gradually added 10 new vocabularies to word wall every week. The teacher used word wall since the beginning of the semester, so it had been 4 months since the teacher used word wall. This proved that used word wall requires patience.

Based on the findings above, the weakness of word wall requires patience. Word wall requires a long time for students to gain a lot of additional new vocabulary. The teacher added new vocabulary little by little so that over time the new vocabulary becomes lots (Kusuma, 2021). Using word wall was also seen as a busy job because word wall was made routinely every day or every week so it required a lot of sacrifice of time to make them (Farhan, 2018).

c) Requiring costs

The third weakness of using word wall is that word wall requires costs. Word wall require materials such as paper, bases, and hooks. Based on the results of interviews with teacher below:

“It costs money, but it was not expensive, it costs to buy Styrofoam and pins. Paper, coloring, and stationery came from students. So, for one class I spent 15 thousand, 13 thousand to buy Styrofoam and 2 thousand to buy pins. Word wall were long-term media, used for one year. So, fifteen thousand over one year in my opinion was a cheap cost.” (Interview with teacher on October 27, 2023).

Based on the results of the interview above, it can be concluded that word wall did not require expensive costs. The teacher spent fifteen thousand for one year. The teacher bought foam and pins. Meanwhile, other materials, such as paper, stationery, and coloring, came from the students.



Picture 4.4 Word wall used Styrofoam as a base and used pins as a hook.

Word wall was made with book paper then written in color.

This is confirmed by the observation that Styrofoam had been placed on the wall. On word wall there were 10 vocabularies made from book paper connected by pins. Vocabulary was written with a black marker and then colored. This proved that the materials used by teacher in making word wall were not expensive.

Based on the findings above, the weakness of word wall required costs because word wall required equipment to reproduce, such as paper, coloring, hooks, and bases (Anggraini, 2018). When the teacher could not determine efficient material, this media would be expensive because made word wall was not enough to use just one or two sheets of paper but required quite a lot of paper (Farhan, 2018).



CHAPTER V

CONCLUSION AND SUGGESTION

There are three sections in this chapter. The first section contains conclusions from the results of the research. The second section is the limitations of the study. The final section is the researcher's suggestions for teachers, students, and future researchers.

A. Conclusions

The purpose of this section is to conclude the research results of the Use of word wall in teaching vocabulary and to conclude the strengths and weaknesses of using word wall media in the 7th grade at SMP Islam Al Falah Rawalo. After presenting the data and analyzing the data, it can be concluded in the following paragraphs:

The conclusion of the first research question is the use of word wall media in teaching vocabulary. Based on the results, it was found the use of word wall had five steps carried out by the teacher. The steps in using word wall media are planning vocabulary, creating word wall, placing word wall, using word wall, and advanced use word wall.

The conclusion of the second research question concluded about the strengths and weaknesses of using word wall in teaching vocabulary. The strengths of using word wall media are divided into two, namely strengths for students and strengths for teachers. There are five strengths of word wall for students, namely word wall can familiarize the students with vocabulary skills, motivate students to learn vocabulary, help students in reading and writing, help students to communicate in English, and word wall can as a referral for students.

Meanwhile, there are two strengths of word wall for teachers, namely teacher can determine target vocabulary, and teacher can manage the class. Then, there are three weaknesses to using word wall for students and teachers. The first weakness was word wall required cooperation. The second weakness was word wall

required patience. The last weakness was word wall required costs. Word wall required equipment to reproduce, such as paper, coloring, hooks, and bases.

B. Limitation of the Study

Observation activities are hampered by mid-semester tests. So, the researcher waited until the mid-semester exam was over. The solution is before making observations, firstly the researcher confirmed with the teacher to observe. So, the researcher knows the time of the research.

C. Suggestion

After conducting this research, there are several suggestions given to teachers, students, and future researchers. The following suggestions are given:

1. For teachers

Teachers can use word wall media to help students their English language skills, especially vocabulary learning. Apart from using word wall as a medium for teaching vocabulary, word wall can also be used as a game medium. The results of this research can be used as a guide in choosing vocabulary teaching media including the steps or sequence. It is hope that teachers can apply more creativity in learning media to help students learn English, especially in teaching vocabulary.

2. For students

Students should not underestimate vocabulary learning and students are also more enthusiastic about learning English vocabulary.

3. For future researchers

For future researchers who are interested in conducting research on good media in teaching vocabulary, researchers can make word wall media their choice. Researchers can expand and learn from this research regarding the use of word wall media.

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APPENDICES

Appendix 1: Observation Sheet

OBSERVATION SHEET

1. Observation Identity

- a. School Name : SMP Islam Al Falah Rawalo Banyumas.
- b. Teacher Name : Mu'ani Satu Rohmah, S.Pd.
- c. Class/Semester : VII C and VII D/ I.
- d. Subjects : English.
- e. Study Material : Vocabulary.
- f. Date and time :
- g. Time :

2. Purpose of observation

Observed the process of teaching and learning vocabulary using word wall at SMP Islam Al Falah Rawalo Banyumas. The purpose of classroom observation is explained as follows:

- a. The observations will be carried to find out how the teacher teaches in class.
- b. The observations will be carried out to find out the use of word wall media as vocabulary teaching.
- c. The observations will be carried out to find out the teacher's problems in teaching in class.

3. Observation Sheet

In this case, the list of observations is mentioned below:

No	ACTIVITES	YES	NO	NOTES
1	Opening Activities			
	a. The teacher opens the lesson with greetings and prayers.			
	b. The teacher checks the students' attendance.			
	c. The teacher explains apperception of the material.			

	d. The teacher explains the purpose and benefits of the material.			
2	Main Activity			
	a. Delivery of Learning Materials			
	1) The teacher creates teaching modules based on the curriculum.			
	2) The teacher teaching English according to the teaching module.			
	3) The teacher uses media.			
	4) The teacher uses mixed languages, namely English and Indonesian.			
	5) Students pay attention to the teacher explanation.			
	6) The teacher can control the class well.			
	7) Students are active in the learning process.			
	8) Students study in groups.			
	9) Students ask or respond to questions given in English.			
	10) Students work on questions.			
	11) Students practice listening, writing, reading and speaking skills.			
	12) The teacher uses various methods.			
	b. Designing Vocabulary			
	1) The teacher and students determine vocabulary in creating word wall media.			
	2) The teacher gives the meaning of the vocabulary that has been determined.			

c. Create Word Wall			
1) Students create word wall using paper.			
2) Students create word wall in groups.			
3) Students create word wall with large, clear writing.			
4) The teacher helps the students in making word wall.			
d. Place Word Wall			
1) Students place word wall media on a wall that is easy to see.			
2) Students attach word wall to real objects.			
3) Students use a whiteboard or bulletin board to put up word wall.			
4) Students stick the words on the wall in alphabetical order.			
5) Students group the attached words.			
6) The teacher helps in placing word wall.			
e. Use of Word Wall Media			
1) The teacher explains word wall media about how it works or its uses.			
2) The teacher spells the vocabulary that the students imitate.			
3) Students spell vocabulary well.			
4) Students understand the meaning of the words they say.			
f. Advanced Use of Word Wall Media			
1) The teacher gives a worksheet to each			

	student and asks them to write down the words they get from word wall.			
	2) Word wall is installed on the wall for a week.			
	3) The teacher saves word wall that has been created.			
	4) The teacher provides feedback on vocabulary teaching.			
	5) The teacher uses book references in using word wall media.			
3	Closing Activities			
	a. The teacher concludes the learning material.			
	b. Students are able to conclude learning material.			
	c. The teacher gives students the opportunity to ask questions.			
	d. The teacher gives homework to students.			
	e. The teacher provides feedback to students in learning.			
	f. The teacher closes the lesson with greetings and prayers.			

Appendix 2: Interview Guide

Teacher Interview Guide

1. Interview Identity

- a. School Name : SMP Islam Al Falah Rawalo Banyumas.
- b. Teacher Name : Mu'ani Satu Rohmah, S.Pd.
- c. Teacher Class : VII, VIII, and IX
- d. Teacher Subject : English.
- e. Date and time :
- f. Time :

2. Purpose of Interview

Interviews will be conducted to support observation data. The purpose of the interview is to find out the use of word wall media and find out the advantages and disadvantages of word wall media. There are some questions to ask teachers which are mentioned below:

NO	QUESTIONS	ANSWERS
1	Opening	
	a. How long have you been teaching English?	
	b. What methods do you use in teaching English?	
	c. What curriculum do you use in teaching English?	
	d. What preparations do you do before teaching English?	
2	Introduction to Word Wall Media	
	a. While you were teaching English at this school, what problems did students and teachers have in teaching vocabulary?	
	b. Based on these problems, what solution	

	do you provide?	
	c. What media are used in teaching vocabulary?	
	d. How long has word wall media been used?	
	e. Are there any references for creating word wall media? Please explain!	
3	Implementation of Word Wall Media	
	How do you implement word wall media? Like how do you determine vocabulary, create word wall media, install word wall media, and use word wall media?	
4	Advantages of Word Wall Media	
	a. In your opinion, what are the reasons for choosing to use word wall media in teaching vocabulary?	
	b. Can the use of word wall media motivate students to learn English? Please explain!	
	c. Can students understand the important parts of vocabulary, such as meaning, definition and purpose, by using word wall media? Please explain!	
	d. Can students read and write well by using word wall media? Please explain!	
	e. Can students communicate using English by using word wall media? Please explain!	
	f. Can students be enthusiastic about learning vocabulary by using word wall	

	media? Please explain!	
	g. Can students master vocabulary according to the target by using word wall media? Please explain!	
	h. Can students use word wall media as a learning reference? Please explain!	
	i. Can you control the class when teaching vocabulary by using word wall media? Please explain!	
5	Disadvantages of Word Wall Media	
	a. In your opinion, what are the weaknesses of using word wall media in teaching vocabulary?	
	b. Does creating and using word wall media require patience? Please explain?	
	c. Does making a media word wall require expensive costs? Please explain!	
	d. Does making a media word wall require creativity? Please explain!	
	e. Are students enthusiastic about creating and using word wall media? Please explain!	
6	Closing	
	a. Are you developing word wall media? Please explain!	
	b. What are your hopes for using word wall media in the classroom?	

Appendix 3: The Result of Observations

A. First Meeting in 7C

OBSERVATION SHEET

1. Observation Identity

- a. School Name : SMP Islam Al Falah Rawalo Banyumas.
- b. Teacher Name : Mu'ani Satu Rohmah, S.Pd.
- c. Class/Semester : VII C / I.
- d. Subjects : English.
- e. Study Material : Vocabulary.
- f. Date and time : October 11, 2023
- g. Time : 07.30 – 10.00

2. Purpose of observation

Observed the process of teaching and learning vocabulary using word wall at SMP Islam Al Falah Rawalo Banyumas. The purpose of classroom observation is explained as follows:

- a. The observations will be carried to find out how the teacher teaches in class.
- b. The observations will be carried out to find out the use of word wall media as vocabulary teaching.
- c. The observations will be carried out to find out the teacher's problems in teaching in class.

3. Observation Sheet

In this case, the list of observations is mentioned below:

No	ACTIVITES	YES	NO	NOTES
1	Opening Activities			
	a. The teacher opens the lesson with greetings and prayers.	✓		
	b. The teacher checks the students' attendance.	✓		

	c. The teacher explains apperception of the material.	✓		
	d. The teacher explains the purpose and benefits of the material.		✓	The teacher only related the material to everyday life.
2	Main Activity			
	a. Delivery of Learning Materials			
	1) The teacher creates teaching modules based on the curriculum.	✓		
	2) The teacher teaching English according to the teaching module.		✓	The teacher did not explain the purpose of the material and the teacher did not provide asking and giving information material.
	3) The teacher uses media.	✓		
	4) The teacher uses mixed languages, namely English and Indonesian.	✓		
	5) Students pay attention to the teacher explanation.	✓		
	6) The teacher can control the class	✓		

well.			
7) Students are active in the learning process.	✓		
8) Students study in groups.	✓		
9) Students ask or respond to questions given in English.		✓	Students asked questions in Bahasa.
10) Students work on questions.		✓	The teacher only explained the material
11) Students practice listening, writing, reading and speaking skills.	✓		
12) The teacher uses various methods.	✓		
b. Designing Vocabulary			
1) The teacher and students determine vocabulary in creating word wall media.		✓	Determine vocabulary by looking at the teacher's vocabulary book.
2) The teacher gives the meaning of the vocabulary that has been determined.	✓		
c. Create Word Wall			
1) Students create word wall using paper.	✓		
2) Students create word wall in groups.	✓		
3) Students create word wall with large,	✓		

clear writing.			
4) The teacher helps the students in making word wall.		✓	Only students created word wall
d. Place Word Wall			
1) Students place word wall media on a wall that is easy to see.	✓		
2) Students attach word wall to real objects.		✓	Word wall was only placed on the wall
3) Students use a whiteboard or bulletin board to put up word wall.		✓	Word wall placed on Styrofoam.
4) Students stick the words on the wall in alphabetical order.		✓	The vocabulary placed in randomly.
5) Students group the attached words.	✓		
6) The teacher helps in placing word wall.		✓	Only students placed word wall.
e. Use of Word Wall Media			
1) The teacher explains word wall media about how it works or its uses.	✓		
2) The teacher spells the vocabulary that the students imitate.	✓		
3) Students spell vocabulary well.	✓		

	4) Students understand the meaning of the words they say.	✓		
	f. Advanced Use of Word Wall Media			
	1) The teacher gives a worksheet to each student and asks them to write down the words they get from word wall.	✓		
	2) Word wall is installed on the wall for a week.	✓		
	3) The teacher saves word wall that has been created.		✓	The teacher did not save the word.
	4) The teacher provides feedback on vocabulary teaching.	✓		
	5) The teacher uses book references in using word wall media.	✓		
3	Closing Activities			
	a. The teacher concludes the learning material.	✓		
	b. Students are able to conclude learning material.		✓	The teacher did not ask students to conclude.
	c. The teacher gives students the opportunity to ask questions.	✓		
	d. The teacher gives homework to students.	✓		
	e. The teacher provides feedback to students in learning.	✓		
	f. The teacher closes the lesson with greetings and prayers.	✓		

B. Second Meeting in 7C

OBSERVATION SHEET

1. Observation Identity

- a. School Name : SMP Islam Al Falah Rawalo Banyumas.
- b. Teacher Name : Mu'ani Satu Rohmah, S.Pd.
- c. Class/Semester : VII C / I.
- d. Subjects : English.
- e. Study Material : Vocabulary.
- f. Date and time : October 18, 2023
- g. Time : 07.30 – 10.00

2. Purpose of observation

Observed the process of teaching and learning vocabulary using word wall at SMP Islam Al Falah Rawalo Banyumas. The purpose of classroom observation is explained as follows:

- a. The observations will be carried to find out how the teacher teaches in class.
- b. The observations will be carried out to find out the use of word wall media as vocabulary teaching.
- c. The observations will be carried out to find out the teacher's problems in teaching in class.

3. Observation Sheet

In this case, the list of observations is mentioned below:

No	ACTIVITES	YES	NO	NOTES
1	Opening Activities			
	a. The teacher opens the lesson with greetings and prayers.	✓		
	b. The teacher checks the students' attendance.	✓		
	c. The teacher explains apperception of the material.		✓	The teacher did not

				explain the material.
	d. The teacher explains the purpose and benefits of the material.		✓	The teacher only related the material to everyday life.
2	Main Activity			
	a. Delivery of Learning Materials			
	1) The teacher creates teaching modules based on the curriculum.	✓		
	2) The teacher teaching English according to the teaching module.		✓	The teacher did not explain the purpose of the material and the teacher did not provide asking and giving information material.
	3) The teacher uses media.	✓		
	4) The teacher uses mixed languages, namely English and Indonesian.	✓		
	5) Students pay attention to the teacher explanation.	✓		
	6) The teacher can control the class well.	✓		

7) Students are active in the learning process.	✓		
8) Students study in groups.	✓		
9) Students ask or respond to questions given in English.		✓	Students asked questions in Bahasa.
10) Students work on questions.	✓		
11) Students practice listening, writing, reading and speaking skills.	✓		
12) The teacher uses various methods.	✓		
b. Designing Vocabulary			
1) The teacher and students determine vocabulary in creating word wall media.		✓	Determine vocabulary by looking at the teacher's vocabulary book.
2) The teacher gives the meaning of the vocabulary that has been determined.	✓		
c. Create Word Wall			
1) Students create word wall using paper.	✓		
2) Students create word wall in groups.	✓		
3) Students create word wall with large, clear writing.	✓		
4) The teacher helps the students in making word wall.		✓	Only students created

			word wall
d. Place Word Wall			
1) Students place word wall media on a wall that is easy to see.	✓		
2) Students attach word wall to real objects.		✓	Word wall was only placed on the wall
3) Students use a whiteboard or bulletin board to put up word wall.		✓	Word wall placed on Styrofoam.
4) Students stick the words on the wall in alphabetical order.		✓	The vocabulary placed in randomly.
5) Students group the attached words.	✓		
6) The teacher helps in placing word wall.		✓	Only students placed word wall.
e. Use of Word Wall Media			
1) The teacher explains word wall media about how it works or its uses.	✓		
2) The teacher spells the vocabulary that the students imitate.	✓		
3) Students spell vocabulary well.	✓		
4) Students understand the meaning of the words they say.	✓		
f. Advanced Use of Word Wall Media			
1) The teacher gives a worksheet to each	✓		

	student and asks them to write down the words they get from word wall.			
	2) Word wall is installed on the wall for a week.	✓		
	3) The teacher saves word wall that has been created.		✓	The teacher did not save the word.
	4) The teacher provides feedback on vocabulary teaching.	✓		
	5) The teacher uses book references in using word wall media.	✓		
3	Closing Activities			
	a. The teacher concludes the learning material.	✓		
	b. Students are able to conclude learning material.		✓	The teacher did not ask students to conclude.
	c. The teacher gives students the opportunity to ask questions.	✓		
	d. The teacher gives homework to students.	✓		
	e. The teacher provides feedback to students in learning.	✓		
	f. The teacher closes the lesson with greetings and prayers.	✓		

C. First Meeting in 7D

OBSERVATION SHEET

1. Observation Identity

- a. School Name : SMP Islam Al Falah Rawalo Banyumas.
- b. Teacher Name : Mu'ani Satu Rohmah, S.Pd.
- c. Class/Semester : VII D/ I.
- d. Subjects : English.
- e. Study Material : Vocabulary.
- f. Date and time : October 12, 2023
- g. Time : 07.30 – 10.00

2. Purpose of observation

Observed the process of teaching and learning vocabulary using word wall at SMP Islam Al Falah Rawalo Banyumas. The purpose of classroom observation is explained as follows:

- a. The observations will be carried to find out how the teacher teaches in class.
- b. The observations will be carried out to find out the use of word wall media as vocabulary teaching.
- c. The observations will be carried out to find out the teacher's problems in teaching in class.

3. Observation Sheet

In this case, the list of observations is mentioned below:

No	ACTIVITES	YES	NO	NOTES
1	Opening Activities			
	a. The teacher opens the lesson with greetings and prayers.	✓		
	b. The teacher checks the students' attendance.	✓		
	c. The teacher explains apperception of the material.	✓		

	d. The teacher explains the purpose and benefits of the material.		✓	The teacher only related the material to everyday life.
2	Main Activity			
	a. Delivery of Learning Materials			
	1) The teacher creates teaching modules based on the curriculum.		✓	
	2) The teacher teaching English according to the teaching module.			The teacher did not explain the purpose of the material and the teacher did not provide asking and giving information material.
	3) The teacher uses media.		✓	
	4) The teacher uses mixed languages, namely English and Indonesian.		✓	
	5) Students pay attention to the teacher explanation.		✓	
	6) The teacher can control the class well.		✓	
	7) Students are active in the learning process.		✓	

8) Students study in groups.	✓		
9) Students ask or respond to questions given in English.		✓	Students asked questions in Bahasa.
10) Students work on questions.		✓	The teacher only explains the material.
11) Students practice listening, writing, reading and speaking skills.	✓		
12) The teacher uses various methods.	✓		
b. Designing Vocabulary			
1) The teacher and students determine vocabulary in creating word wall media.		✓	Determine vocabulary by looking at the teacher's vocabulary book.
2) The teacher gives the meaning of the vocabulary that has been determined.	✓		
c. Create Word Wall			
1) Students create word wall using paper.	✓		
2) Students create word wall in groups.	✓		
3) Students create word wall with large, clear writing.	✓		
4) The teacher helps the students in making word wall.		✓	Only students

			created word wall
d. Place Word Wall			
1) Students place word wall media on a wall that is easy to see.	✓		
2) Students attach word wall to real objects.		✓	Word wall was only placed on the wall
3) Students use a whiteboard or bulletin board to put up word wall.		✓	Word wall placed on Styrofoam.
4) Students stick the words on the wall in alphabetical order.		✓	The vocabulary placed in randomly.
5) Students group the attached words.	✓		
6) The teacher helps in placing word wall.		✓	Only students placed word wall.
e. Use of Word Wall Media			
1) The teacher explains word wall media about how it works or its uses.	✓		
2) The teacher spells the vocabulary that the students imitate.	✓		
3) Students spell vocabulary well.	✓		
4) Students understand the meaning of the words they say.	✓		
f. Advanced Use of Word Wall Media			

	1) The teacher gives a worksheet to each student and asks them to write down the words they get from word wall.	✓		
	2) Word wall is installed on the wall for a week.	✓		
	3) The teacher saves word wall that has been created.		✓	The teacher did not save the word.
	4) The teacher provides feedback on vocabulary teaching.	✓		
	5) The teacher uses book references in using word wall media.	✓		
3	Closing Activities			
	a. The teacher concludes the learning material.	✓		
	b. Students are able to conclude learning material.		✓	The teacher did not ask students to conclude.
	c. The teacher gives students the opportunity to ask questions.	✓		
	d. The teacher gives homework to students.	✓		
	e. The teacher provides feedback to students in learning.	✓		
	f. The teacher closes the lesson with greetings and prayers.	✓		

D. Second Meeting in 7D

OBSERVATION SHEET

1. Observation Identity

- a. School Name : SMP Islam Al Falah Rawalo Banyumas.
- b. Teacher Name : Mu'ani Satu Rohmah, S.Pd.
- c. Class/Semester : VII D/ I.
- d. Subjects : English.
- e. Study Material : Vocabulary.
- f. Date and time : October 19, 2023
- g. Time : 07.30 – 10.00

2. Purpose of observation

Observed the process of teaching and learning vocabulary using word wall at SMP Islam Al Falah Rawalo Banyumas. The purpose of classroom observation is explained as follows:

- a. The observations will be carried to find out how the teacher teaches in class.
- b. The observations will be carried out to find out the use of word wall media as vocabulary teaching.
- c. The observations will be carried out to find out the teacher's problems in teaching in class.

3. Observation Sheet

In this case, the list of observations is mentioned below:

No	ACTIVITES	YES	NO	NOTES
1	Opening Activities			
	a. The teacher opens the lesson with greetings and prayers.	✓		
	b. The teacher checks the students' attendance.	✓		
	c. The teacher explains apperception of the material.		✓	

	d. The teacher explains the purpose and benefits of the material.		✓	The teacher only related the material to everyday life.
2	Main Activity			
	a. Delivery of Learning Materials			
	1) The teacher creates teaching modules based on the curriculum.		✓	
	2) The teacher teaching English according to the teaching module.			The teacher did not explain the purpose of the material and the teacher did not provide asking and giving information material.
	3) The teacher uses media.		✓	
	4) The teacher uses mixed languages, namely English and Indonesian.		✓	
	5) Students pay attention to the teacher explanation.		✓	
	6) The teacher can control the class well.		✓	
	7) Students are active in the learning process.		✓	

8) Students study in groups.	✓		
9) Students ask or respond to questions given in English.		✓	Students asked questions in Bahasa.
10) Students work on questions.	✓		
11) Students practice listening, writing, reading and speaking skills.	✓		
12) The teacher uses various methods.	✓		
b. Designing Vocabulary			
1) The teacher and students determine vocabulary in creating word wall media.		✓	Determine vocabulary by looking at the teacher's vocabulary book.
2) The teacher gives the meaning of the vocabulary that has been determined.	✓		
c. Create Word Wall			
1) Students create word wall using paper.	✓		
2) Students create word wall in groups.	✓		
3) Students create word wall with large, clear writing.	✓		
4) The teacher helps the students in making word wall.		✓	Only students created word wall
d. Place Word Wall			

1) Students place word wall media on a wall that is easy to see.	✓		
2) Students attach word wall to real objects.		✓	Word wall was only placed on the wall
3) Students use a whiteboard or bulletin board to put up word wall.		✓	Word wall placed on Styrofoam.
4) Students stick the words on the wall in alphabetical order.		✓	The vocabulary placed in randomly.
5) Students group the attached words.	✓		
6) The teacher helps in placing word wall.		✓	Only students placed word wall.
e. Use of Word Wall Media			
1) The teacher explains word wall media about how it works or its uses.	✓		
2) The teacher spells the vocabulary that the students imitate.	✓		
3) Students spell vocabulary well.	✓		
4) Students understand the meaning of the words they say.	✓		
f. Advanced Use of Word Wall Media			
1) The teacher gives a worksheet to each student and asks them to write down the words they get from word wall.	✓		

	2) Word wall is installed on the wall for a week.	✓		
	3) The teacher saves word wall that has been created.		✓	The teacher did not save the word.
	4) The teacher provides feedback on vocabulary teaching.	✓		
	5) The teacher uses book references in using word wall media.	✓		
3	Closing Activities			
	a. The teacher concludes the learning material.	✓		
	b. Students are able to conclude learning material.		✓	The teacher did not ask students to conclude.
	c. The teacher gives students the opportunity to ask questions.	✓		
	d. The teacher gives homework to students.	✓		
	e. The teacher provides feedback to students in learning.	✓		
	f. The teacher closes the lesson with greetings and prayers.	✓		

Appendix 4: The Result of Interviews

A. Opening

1. Sudah berapa lama Anda mengajar bahasa Inggris?

Saya mengajar bahasa Inggris dari tahun 2019, kalau dihitung berarti sudah 4 tahun saya mengajar.

2. Metode apa yang Anda gunakan dalam mengajar bahasa Inggris?

Biasanya ya, menggunakan metode ceramah dan diskusi. Seperti saya menerangkan materi kemudian diikuti tanya jawab dengan siswa. Tapi disetiap materi, saya selalu memperbanyak prakteknya.

3. Kurikulum apa yang Anda gunakan dalam mengajar bahasa Inggris?

Menggunakan kurikulum Merdeka untuk kelas 7 dan masih menggunakan KTSP di kelas 8 dan 9.

4. Persiapan apa yang Anda lakukan sebelum mengajar bahasa Inggris?

Materi dan media. Untuk materi saya menggunakan LKS dan kadang ada tambahan dari internet. Sedangkan untuk mediana sesuai dengan materi yang saya sampaikan. Terus yang dibawa ke kelas itu seperti jurnal guru, buku kosakata, dan daftar hadir siswa.

B. Introduction of Word Wall Media

1. Saat Anda mengajar bahasa Inggris di sekolah ini, masalah apa yang dihadapi siswa dan guru dalam mengajarkan kosakata?

Kebanyakan siswa belum menguasai bahasa Inggris, karena mereka belum diajarkan bahasa Inggris di SD. Tapi bagi siswa yang bersekolah di madrasah, mereka sudah pernah belajar bahasa Inggris sehingga mereka sedikit paham, namun penguasaan kosa kata mereka belum tercapai.

2. Berdasarkan permasalahan tersebut, solusi apa yang anda berikan?

Pertama yang harus dikuasai siswa itu penguasaan vocabularynya, sedangkan keterampilan lain dapat menyusul.

3. Media apa yang digunakan dalam pengajaran kosakata?

Di sekolah ini saya menerapkan penggunaan media word wall khususnya pada kelas 7.

4. Sudah berapa lama media word wall digunakan?

Sudah tiga tahun.

5. Apakah ada referensi untuk membuat media dinding kata? Tolong jelaskan!

Ya, saya menggunakan buku kosakata yang saya ambil dari artikel tersebut.

C. Implementation of Word Wall Media

Bagaimana Anda menerapkan media dinding kata? Seperti bagaimana cara menentukan kosakata, membuat media dinding kata, memasang media dinding kata, dan menggunakan media dinding kata?

Di awal sekolah, saya menjelaskan media word wall kepada siswa. Apa itu media dinding kata? Bagaimana cara membuatnya dan cara menggunakannya? Kemudian saya membagi siswa menjadi beberapa kelompok yang berisi maksimal 4 sampai 5 siswa. Biasanya satu kelas terdiri dari 6 sampai 7 kelompok. Kelompok tersebut juga akan menjadi kelompok belajar dalam pelajaran bahasa Inggris. Setelah itu, saya menulis 10 kosakata di akhir pembelajaran yang akan dibuat siswa selama satu minggu. Pada minggu berikutnya, siswa mengumpulkan 10 kosakata yang dibuat pada awal pembelajaran. Dengan menanyakan kepada siswa apakah kamu pernah belajar bahasa Inggris atau tidak? Kebanyakan dari mereka belum pernah belajar bahasa Inggris. Hal ini dikarenakan mereka bersekolah di sekolah dasar namun ada sedikit siswa yang belajar bahasa Inggris karena bersekolah di madrasah.

Oh iya. Untuk membuat dinding kata, aku minta siswa-siswa membuatnya menggunakan kertas, bisa kertas buku catatan atau buku gambar. Tapi semuanya menggunakan buku catatan. Ya, mungkin karena mereka memilih yang lebih

mudah dicari. Dan Saya membebaskan mereka dalam pembuatannya, namun saya tekankan untuk membuatnya dengan huruf yang besar dan tebal.

Untuk penempatannya saya menggunakan styrofoam. Saya membelinya dengan uang saya sendiri. Sebelumnya saya pasang sendiri styrofoamnya menggunakan double tip tapi mudah lepas, jadi saya ganti dengan insulasi bening yang berfungsi (tidak lepas). Untuk pengaitnya, saya menggunakan peniti. Tadinya saya juga pakai paku kertas, tapi hilang semua karena diambil siswa. Dan saya juga memilih tempat yang dapat dilihat oleh semua siswa, baik dinding depan maupun samping. Setelah itu saya jelaskan pengertian dan contoh kalimatnya. Selanjutnya saya mengucapkan kata dinding dan semua siswa menirukannya. Kedepannya saya rencanakan pada semester kedua mahasiswa akan menjelaskan dan membuat kalimat. Terakhir, saya biasanya mengadakan permainan tebak-tebakan untuk seluruh kelompok tetapi hal ini jarang terjadi.

Dipajang selama seminggu, setelah itu diganti dengan kosakata baru. Jadi begini, saya masuk kelas dan sudah ada dinding kata yang dipajang. Setelah itu, saya mengucapkannya dan menjelaskan maksudnya. Kata dinding yang baru dijelaskan kemudian dipajang di dinding selama seminggu. Selain itu, saya meminta siswa untuk menulis ulang kata dinding yang sudah ditempel di buku catatan mereka. Tujuannya agar dapat menjadi acuan bagi mereka dalam keterampilan membaca dan menulis. Di dalam buku catatan juga terdapat kosakata sehari-hari yang menyesuaikan dengan materi yang disampaikan. Biasanya kosakatanya ada 10, tapi tergantung materinya.

D. Strengths of Word Wall Media

1. Menurut Anda, apa alasan memilih menggunakan media word wall dalam pengajaran kosakata?

Menurut saya, dengan menggunakan media word wall dapat membiasakan siswa dengan kosa kata dan lebih menarik dari sekedar menghafal setiap kosa kata setiap hari. Terkadang siswa bosan dalam menghafal kosa kata dan sekarang tidak disarankan untuk menghafal kosa kata, namun siswa diminta untuk memahami setiap kalimat yang diberikan oleh guru.

2. Apakah penggunaan media word wall dapat memotivasi siswa untuk belajar bahasa Inggris? Tolong jelaskan!

Ya, karena word wall digunakan setiap hari membuat siswa menjadi terbiasa dengan kosa kata bahasa Inggris, sehingga membuat mereka semakin tertarik untuk belajar bahasa Inggris.

3. Dapatkah siswa memahami bagian-bagian penting kosakata seperti makna, definisi, dan tujuan dengan menggunakan media dinding kata? Tolong jelaskan!

Ya, karena setiap saya menambah kosa kata, saya menjelaskan maksudnya dan memberi contoh dalam kalimat, sehingga mereka mengetahui arti dan tujuan dari kosa kata tersebut. Dengan mengetahui arti dan tujuan kosakata, siswa tidak akan melakukan kesalahan dalam mengartikan kosakata.

4. Apakah siswa dapat membaca dan menulis dengan baik dengan menggunakan media word wall? Tolong jelaskan!

Ya, karena ketika menggunakan word wall, saya selalu mengucapkan kosakata yang dibuat, dan juga ada tugas individu untuk menulis ulang kosakata tersebut di buku catatan pribadi yang membantu kemampuan kosakata siswa. Jadi, itu membantu kemampuan membaca dan menulis mereka.

5. Bisakah siswa berkomunikasi menggunakan bahasa Inggris dengan menggunakan media word wall? Tolong jelaskan!

Mudah-mudahan bisa, namun sebagian besar siswa menganggap berkomunikasi dalam bahasa Inggris itu tidak penting sehingga mereka kurang mempelajarinya. Namun siswa mampu memahami percakapan bahasa Inggris yang saya berikan melalui materi listening.

6. Apakah siswa dapat antusias mempelajari kosakata dengan menggunakan media word wall? Tolong jelaskan!

Ya, karena saya menggunakan word wall dengan cara mengucapkan kosakata secara berulang-ulang dan saya meminta siswa membuat word wall secara berkelompok agar semua siswa berpartisipasi.

7. Apakah siswa dapat menguasai kosa kata sesuai target dengan menggunakan media word wall? Tolong jelaskan!

Ya, karena setiap minggunya saya menyediakan 10 kosakata baru untuk dibuat di word wall. Pada setiap pembelajaran saya juga memberikan tugas kepada siswa untuk menuliskan 10 kosakata yang tidak diketahui artinya kemudian siswa mencari artinya bersama-sama di kamus. Jadi, siswa menambah 20 kosakata bahasa Inggris dalam satu minggu.

8. Bolehkah siswa menggunakan media dinding kata sebagai referensi pembelajaran? Tolong jelaskan!

Ya, saya juga meminta siswa untuk menulis ulang kata dinding yang telah mereka buat di buku catatannya. Jadi, ketika saya diminta membuat kalimat atau mengerjakan soal bacaan, siswa terkadang melihat ke buku catatan.

9. Bisakah Anda mengontrol kelas saat mengajarkan kosakata dengan menggunakan media dinding kata? Tolong jelaskan!

Ya, penggunaan kata tembok itu dilakukan secara kolaboratif. Saya mengucapkan kata dinding dan setiap siswa menirunya. Saya terus mengulangi pengucapannya sampai setiap siswa mengucapkannya dengan benar. Jadi, dalam pengajaran kosakata, guru selalu didampingi, sehingga mudah dalam mengelola kelas.

E. Weaknesses of Word Wall Media

1. Menurut anda, apa kelemahan penggunaan media word wall dalam pengajaran kosakata?

Saya pikir terkadang siswa tidak membuat dinding kata yang lengkap karena mereka tidak bekerja sama dengan baik. Saya meminta siswa membuat 10 kosakata di dinding kata secara berkelompok. Ketika ada siswa yang tidak berkontribusi pada kelompoknya maka ada dinding kata yang tidak tercipta

2. Apakah membuat dan menggunakan media word wall memerlukan kesabaran? Tolong jelaskan?

Ya memang butuh konsistensi, karena dilakukan setiap hari selama setahun penuh sehingga butuh kesabaran. Ketika saya tidak sabar, saya akan berhenti karena saya tidak cukup cepat dalam menanamkan pemahaman kosa kata.

3. Apakah pembuatan media word wall memerlukan biaya yang mahal? Tolong jelaskan!

Butuh uang, tapi tidak mahal, biayanya untuk membeli styrofoam dan pin. Kertas, pewarna, dan alat tulis berasal dari siswa. Jadi, untuk satu kelas saya mengeluarkan uang 15 ribu, 13 ribu untuk membeli styrofoam dan 2 ribu untuk membeli pin. Word wall merupakan media jangka panjang, digunakan selama satu tahun. Jadi, lima belas ribu selama satu tahun menurut saya adalah biaya yang murah.

4. Apakah membuat media word wall memerlukan kreatifitas? Tolong jelaskan!

Iya perlu, agar word wall terlihat menarik, word wall dibuat dengan penuh warna dan dapat dibentuk sesuai keinginan. Untuk itu, ketika siswa kurang kreatifitas, maka word wall menjadi kurang menarik.

5. Apakah siswa antusias dalam membuat dan menggunakan media word wall? Tolong jelaskan!

Seperti yang sudah saya katakan tadi, ada beberapa siswa yang kurang antusias dalam membuat word wall. Mereka yang tidak ikut berpartisipasi serinya siswa yang tidak berangkat pas pembuatannya.

F. Closing

1. Apakah Anda mengembangkan media dinding kata? Tolong jelaskan!

Ya, saya mengembangkannya sebagai media permainan tebak kata yang sudah saya jelaskan sebelumnya. Saya menggunakan shaker yang mengandung kosa kata yang tidak bermakna, kemudian siswa terpilih akan menebak arti kata yang keluar dari shake tersebut. Di masa depan, tebakan kata dapat dilakukan dengan mengacak huruf dan menggunakan situs web wordwall.net sebagai permainan kosakata.

2. Apa harapan Anda menggunakan media dinding kata di kelas?

Harapan saya, siswa dapat mengenal bahasa Inggris lebih baik dengan cara yang menarik, dapat menguasai kosakata dan dapat mengikuti perkembangan zaman.

Appendix 5: Teaching Module

MODUL AJAR KURIKULUM MERDEKA
SMP/MTs

INFORMASI UMUM

G. Identitas

Satuan Pendidikan	: SMP/MTs
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: My Beautiful House
Kelas/Semester	: VII/A
Fase	: D
Alokasi Waktu Intrakurikuler/P5	: 26 JP /9 JP

H. Fase

Fase D

Pada akhir Fase D, peserta didik diharapkan dapat menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di Fase ini. Pada buku ini, teks yang menjadi fokus adalah teks deskriptif, prosedur, dan pesan singkat. Selain itu, peserta didik diimbau menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik juga mampu lebih memahami teks tulisan dan muncul keterampilan inferensi ketika memahami informasi tersirat. Mereka mampu menciptakan teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosak kata yang lebih beragam dengan memahami tujuan dan pemirsa dalam penciptaannya.

I. Capaian Pembelajaran

4. Menyimak-Berbicara

Pada akhir fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekitar dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

5. Membaca-Memirsa

Pada akhir fase D, peserta didik membaca dan merespons teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

6. Menulis-Mempresentasikan

Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

J. Profil Pelajar Pancasila

1. Mandiri
2. Kreatif
3. Beriman, bertakwa kepada Tuhan yang Maha Esa dan berakhlak mulia

Pegangan Guru Bahasa Inggris VII SMP/MTs Semester Gasal (Kurikulum Merdeka) 85

K. Sarana dan Prasarana

1. Sarana : Papan tulis, spidol, papan tulis, laptop, dan LCD
2. Prasarana : Buku paket guru, buku paket Peserta didik, buku modul pembelajaran, buku referensi lain yang relevan, informasi dari media dan internet, serta video pembelajaran

L. Model Pembelajaran yang Digunakan

1. Pembelajaran : Tatap muka
2. Metode pembelajaran : Model Based Learning
3. Metode : Ceramah dan diskusi interaktif

KOMPONEN INTI

6. Tujuan Pembelajaran

1. Students are able to describe rooms in a house and things in the rooms;
2. Students are able to talk about what people do and use to clean up a house;
3. Students are able to give instructions on how to do something.

7. Materi Pembelajaran

1. What Room is It?
2. Let's Sweep the Floor!
3. Do Not Litter!

8. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Membuka pembelajaran dengan membaca doa yang dipimpin oleh ketua kelas. 2. Guru dan peserta didik membuat komitmen belajar sebagai kesepakatan untuk membangun kultur belajar yang kondusif dan kolaboratif. 3. Guru mempersiapkan media pembelajaran dan memeriksa kehadiran peserta didik. 4. Guru memberikan apersepsi dengan mereview topik-topik yang berkaitan dengan <i>what room is it, let's sweep the floor, dan do not litter</i> yang pernah di pelajari oleh peserta didik. 5. Guru mendorong dan menstimulasi berbagai pertanyaan kepada peserta didik tentang berbagai masalah dan isu aktual yang berkaitan dengan <i>what room is it, let's sweep the floor, dan do not litter</i>. 6. Guru mengaitkan materi pembelajaran dengan profil pelajar Pancasila berupa dimensi mandiri, bergotong royong, kreatif, dan bernalar kritis. 7. Menjelaskan tujuan pembelajaran dan skenario pembelajaran yang akan dilalui dalam proses pembelajaran. 	Menit
Kegiatan Inti	<ol style="list-style-type: none"> 8. Guru menjelaskan topik mengenai <i>what room is it?</i> 	Menit

Pegangan Guru Bahasa Inggris VII SMP/MTs Semester Gasal (Kurikulum Merdeka) 86

9. Peserta didik melengkapi kalimat rumpang dalam paragraf *My School Building* berdasarkan audio.
10. Peserta didik menjawab pertanyaan seputar *what room is it?* berdasarkan audio.
11. Peserta didik memeragakan dialog dengan teman sebangkunya dengan memperhatikan pengucapannya kemudian menjawab soal benar salah berdasarkan dialog yang telah dibaca.
12. Guru menjelaskan tentang *asking and giving the information about rooms and its things* dan peserta didik memahaminya.
13. Peserta didik mengamati peta/denah sekolah dan membuat sebuah dialog mengenai *asking and giving the information about rooms and its things*, sesuai dengan fasilitas sekolah yang ditentukan.
14. Peserta didik membaca dialog lalu menjawab pertanyaan seputar dialog yang telah dibaca.
15. Peserta didik melengkapi kalimat yang rumpang agar menjadi kalimat yang benar.
16. Guru menjelaskan topik tentang *let's sweep the floor*.
17. Peserta didik menghubungkan gambar dengan audio.
18. Peserta didik memeragakan dialog dengan teman sebangkunya dengan memperhatikan pengucapannya kemudian menjawab soal benar salah berdasarkan dialog yang telah dibaca.
19. Guru menjelaskan ungkapan *asking and giving information about what people do and use to clean up a house* dan peserta didik memahaminya.
20. Peserta didik membuat dialog sesuai dengan gambar/tema yang telah ditentukan.
21. Peserta didik membaca teks bacaan kemudian menjawab soal benar salah berdasarkan teks yang telah dibaca.
22. Peserta didik membaca teks bacaan kemudian menjawab pertanyaan seputar teks.
23. Guru menjelaskan topik tentang *do not litter*.
24. Peserta didik melengkapi kalimat rumpang dalam paragraf *secret recipes* berdasarkan audio.
25. Guru menjelaskan tentang *instructions how to do something* dan peserta didik memahaminya.
26. Peserta didik membuat kalimat prosedur sesuai dengan kata yang ditentukan berdasarkan keadaan sebenarnya.
27. Peserta didik berlatih membuat teks prosedur yang tersedia.
28. Peserta didik membaca teks bacaan kemudian menjawab soal benar salah berdasarkan teks yang telah dibaca.
29. Peserta didik membaca teks bacaan kemudian menjawab pertanyaan seputar teks yang telah dibaca.
30. Guru dan peserta didik memahami dan menyimpulkan teks pengutan profil pelajar Pancasila.
31. Guru memberikan kesempatan pada peserta didik untuk mengajukan pendapat dan pertanyaan untuk melakukan diskusi interaktif.

Pegangan Guru Bahasa Inggris VII SMP/MTs Semester Gasal (Kurikulum Merdeka)

32. Guru membagi kelompok sesuai dengan gaya belajar untuk mendiskusikan sebuah topik permasalahan.
33. Peserta didik mengumpulkan informasi dari berbagai sumber yang berkaitan dengan topik permasalahan.
34. Setiap kelompok mempresentasikan hasil diskusi dan kelompok lain memberikan tanggapan.
35. Guru memberikan umpan balik terhadap jawaban peserta didik dikaitkan dengan pemberian pemahaman bermakna atas tindakan yang dilakukan.
36. Guru memberikan tes untuk mengukur capaian tujuan pembelajaran.

Penutup Peserta didik bersama guru menyimpulkan Menit

37. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan.
38. Peserta didik menyampaikan informasi tentang topik pembelajaran untuk pertemuan yang akan datang.
40. Guru dan peserta didik merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya.
41. Pembelajaran diakhiri dengan doa dan salam.

9. Penilaian

1. Aspek Sikap:
 - a. Observasi
 - b. Penilaian diri
 - c. Penilaian antar teman
 - d. Jurnal catatan guru
2. Aspek Pengetahuan:
 - a. Tes tertulis
 - b. Tes lisan
 - c. Observasi terhadap diskusi
 - d. Tanya jawab dan percakapan
 - e. Penugasan
3. Aspek Keterampilan:
 - a. Unjuk kerja/praktik
 - b. Proyek
 - c. Produk
 - d. Portofolio

10. Contoh Soal

1. The word 'steps' has the same meaning to the word
 - a. ways
 - b. try
 - c. rule
 - d. ingredients
2. What do we use paint for?
 - a. To cut the plastic bottle.
 - b. To clean the drawing on a white paper.
 - c. To make drawing on a white paper.
 - d. To wash the bottle.
3. What do you use to draw on the pencilbox?

Pegangan Guru Bahasa Inggris VII SMP/MTs Semester Gasal (Kurikulum Merdeka)

- a. Color pen
 - b. Pen
 - c. Paint
 - d. Canvas
4. Mention three things that we can find in the bedroom!
 5. Mention three things that we can find in the living room!

REFLEKSI

A. Refleksi peserta didik

Informasi	Pertanyaan
Pemahaman materi	Apa informasi penting dari materi yang telah dipelajari hari ini?
Kesulitan belajar	Apa kendala yang dihadapi dalam memahami atau mengikuti pelajaran hari ini?

B. Refleksi Pendidik

Informasi	Pertanyaan
Pemahaman materi	Bagaimana capaian tujuan pembelajaran pada pertemuan ini?
Kesulitan belajar	Bagaimana situasi dan kondisi kegiatan pembelajaran pada pertemuan ini?

C. Rencana Tindak Lanjut

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.....

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Mengetahui
Kepala Sekolah

Guru Mata Pelajaran

NIP. _____

NIP. _____



Appendix 6: Documentation of Observations

A. Observations in Class 7D



The teacher explained the learning material



The teacher explained the vocabulary



The teacher and students played vocabulary guessing game



Students worked in groups



The teacher used word wall media by pronouncing and explaining vocabulary

B. Observations in Class 7C



The teacher explained the vocabulary



The teacher explained the learning material



The teacher and students played vocabulary guessing game



The teacher used word wall media by pronouncing and explaining vocabulary

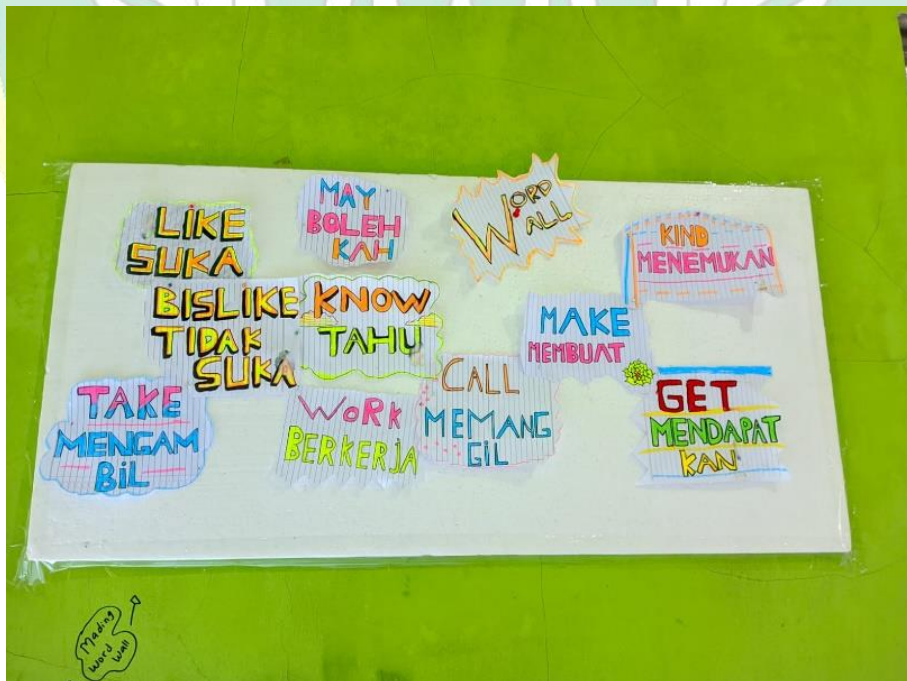


The teacher explained the vocabulary

C. Documentations of Word Wall Media



Word wall media in 7D



Word wall media in 7C


D. Documentations of Book Vocabulary

Essential English 500 Vocabulary – Study Aid
www.ABrotherAbroad.com/GivingBack

The Essential English 500 Vocabulary

Vocabulary List & Study Aid

An Accelerated English Course



**A BROTHER
ABROAD**

GIVING BACK
www.ABrotherAbroad.com/GivingBack

CarlosTheTeacher@ABrotherAbroad.com & StephenDownes.com 1

Essential English 500 Vocabulary – Study Aid
www.ABrotherAbroad.com/GivingBack

Essential English 500

~The 500 most used words in the English Language

Pronouns	Interrogatives	Yes/No
I You He She They We It	Who – Who is this person? What – What do you want? When – When will we leave? Where – Where do you live? Why – Why do you study? How – How will you go to school?	Yes No Not (is not, am not...)

(Irregular verbs are noted by ***. Conjugations are provided in the Verbs section of this study aid)


Verbs	Nouns	Adjectives	Conjunctions, Articles, & Adverbs	Prepositions
To Have *** To Be ** Can ** To Use To Say** To Do** will would To Write To Make To See** To Look To Go ** To Come ** To Do ** Do Not / Don't** To Know ** To Like To Dislike To Call May To Find ** To Work To Take To Get ** To Make** To Live To Show To Give** To Think**	Time Night Day Morning Evening Year Week Month Minute Hour Way Thing Sound Color Number Water Side Work Part Place Name Form Help Line Cause Air End Money Credit Nothing Home	Basics This That Their Some Other Only Every Just Comparing Like Same Different Best Better Best Bad Worse Worst Which Explaining Time & Frequency Early Late Usual Describing People Young Fat Skinny Mean Nice	A An Then So Down Now Too Here Why Again Never Together Often Always Both Once Ever Soon Yet Ago Perhaps Well The Or But If And So Than Though An	Of To In For On As At From By Out Up About Over After Under Through Before Near Between Since Until Above During Toward Against Behind Among

CarlosTheTeacher@ABrotherAbroad.com & StephenDownes.com

Appendix 7: Documentation of Interviews



Appendix 8: The Official letter of Preliminary Research

**YAYASAN PUTRA AL FALAH**
SMP ISLAM AL FALAH RAWALO
Alamat: Jl. HM. Bachrun No. 35 Rawalo Rawalo Banyumas 53173
Tlp. (0281) 5705040 email : smpislamalfalahrawalo@gmail.com

No. : A.107/SMPIAFR/VI/2023 Rawalo, 15 Juni 2023
Perihal : Balasan Permohonan Ijin Obeservsai Pendahuluan


Kepada :
Yth. Dekan Prodi Tadris Bahasa Ingggris
Universitas Islam Negeri Prof. KH. Syaifudin Zuhri
Di Purwokerto


Menanggapi Surat Saudara No. B.m.3249/Un.19/D.FTIK/PP.05.3/06/2023 tanggal 06 Juni 2023
perihal ijin Observasi pendahuluan pada mahasiswa :

Nama : Syamsul Huda
NIM : 1917404029
Prodi : Tadris Bahasa Ingggris
Judul Skripsi : The Implementation of Using Word Wall Media in Teaching Vocabulary at 7th Grade
in SMP Islam Al Falah Rawalo

Dengan ini diberitahukan bahwa kami tidak keberatan dengan permohonan yang dimaksud. Untuk pelaksanaan selanjutnya supaya yang bersangkutan berhubungan langsung dengan Guru Bahasa Ingggris kelas 7 yang dimaksud.

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami ucapkan terimakasih.

Rawalo, 15 Juni 2023
Kepala SMP Islam Al Falah Rawalo

Nasirun, Pd.I.



Appendix 9: The Official Letter of Individual Research



YAYASAN PUTRA AL FALAH
SMP ISLAM AL FALAH RAWALO
Alamat: Jl. HM. Bachrun No. 35 Rawalo Rawalo Banyumas 53173
Tlp. (0281) 5705040 email : smpislamalfalahrawalo@gmail.com

SURAT KETERANGAN

Nomor : 73.4/093/2023

Yang bertanda tangan di bawah ini :

Nama : **NASIRUN, M.Pd.**
Jabatan : Kepala SMP Islam Al Falah Rawalo
Alamat : Jl HM Bachrun Banjarparakan Rawalo

Menerangkan bahwa :

Nama : **SYAMSUL HUDA**
NIM : 1917404029
Program Studi / Jenjang : Tadris Bahasa Inggris (TBI) / S1
Perguruan Tinggi : Universitas Islam Negeri Prof. K.H. Saifudin Zuhri Purwokerto

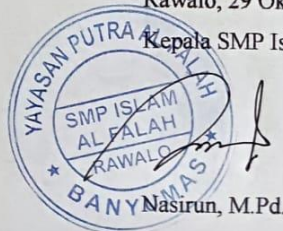
Yang bersangkutan telah melaksanakan penelitian pada SMP Islam Al Falah Rawalo pada tanggal 11 s.d 27 Oktober 2023 dengan judul :

“The Implementation of Using Word Wall Media in Teaching Vocabulary at 7th Grade in SMP Islam Al Falah Rawalo Banyumas”

Demikian surat keterangan ini kami sampaikan, untuk dipergunakan sebagaimana mestinya.


Rawalo, 29 Oktober 2023

Kepala SMP Islam Al Falah Rawalo



Nasirun, M.Pd.

Appendix 14: The Official Letter of Munaqosyah Recommendation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

REKOMENDASI MUNAQOSYAH

Assalamu 'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini, Dosen Pembimbing Skripsi dari mahasiswa :

Nama : Syamsul Huda

NIM : 1917404029

Semester : 9

Jurusan/Prodi : Tadris Bahasa Inggris/TBI

Angkatan Tahun : 2019

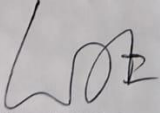
Judul Skripsi : "The Implementation of Using Word Wall Media in Teaching Vocabulary at 7th Grade in SMP Islam Al Falah Rawalo Banyumas".

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.
Demikian rekomendasi ini dibuat untuk menjadikan maklum dan mendapatkan penyelesaian sebagaimana mestinya.

Wassalamu 'alikum Wr. Wb.

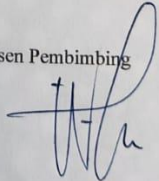
Dibuat di : Purwokerto
Tanggal : 2 Januari 2024

Mengetahui,
Koordinator Prodi TBI




Desi Wijayanti Ma'rufah, M. Pd
NIP. 199212152018012003

Dosen Pembimbing



Windharyati Dyah K. M.A.,MPd.
NIDN. 2001049001

Appendix 15: The Statement Letter of Passing All Course



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

SURAT PERNYATAAN
LULUS SELURUH MATA KULIAH
PRASYARAT UJIAN MUNAQOSYAH

Yang bertandatangan di bawah ini :

Nama : Syamsul Huda
NIM : 1917404029
Jurusan / Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan dengan sebenar-benarnya bahwa :


1. Telah lulus semua mata kuliah yang dipersyaratkan untuk mendaftar ujian munaqosyah;
2. Telah mendapatkan minimal nilai C untuk semua mata kuliah yang berbobot SKS dan dinyatakan lulus untuk semua mata kuliah yang tidak berbobot (0) SKS;
3. Telah mendapatkan sertifikat lulus ujian komprehensif.


Apabila pernyataan ini tidak benar, maka saya bersedia menerima sanksi akademik berupa:

1. Dibatalkan hasil kelulusan ujian munaqosyah;
2. Mengulang mata kuliah yang belum lulus secara reguler melalui pengisian KRS;
3. Memenuhi semua kewajiban administratif sebagai mahasiswa aktif dan;
4. Mengikuti ujian munaqosyah ulang setelah ybs lulus semua mata kuliah sebagaimana dibuktikan dalam transkrip nilai.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya tanpa ada paksaan dari pihak mana pun.

Purwokerto, 2 Januari 2024
Yang Menyatakan


Syamsul Huda
NIM. 1917404029



Appendix 16: Transcript of Course Grade



**UNIVERSITAS ISLAM NEGERI PROFESOR KIAI HAJI SAIFUDDIN ZUHRI
PURWOKERTO**

Jl. A. Yani No.40A, Karanganjing, Purwanegara, Kec. Purwokerto Utara, Kab. Banyumas, JawaTengah
Website : www.uinsaizu.ac.id / Email : akademik@uinsaizu.ac.id / Telepon : (0281) 635624

TRANSKRIP SEMENTARA

Program Studi : Tadris Bahasa Inggris
 NIM : 1917404029
 Tempat Lahir : BANYUMAS
 Tanggal Lahir : 18 Maret 1999

Jenjang Pendidikan : Strata 1
 Nama : SYAMSUL HUDA
 Tahun Masuk : 2019

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
1	INS 017	Al-Arabiyyah Al-Asasyiah	A	4.00	2	8
2	INS 020	BTA dan PPI	A-	3.60	0	0
3	TBI 001	Listening for Leisure	C+	2.30	2	4.6
4	TBI 002	Literal Reading	B	3.00	2	6
5	TBI 003	Speaking for Daily Communication	B+	3.30	2	6.6
6	TBI 004	Free Writing	B+	3.30	2	6.6
7	TBI 005	Basic English Grammar	B+	3.30	2	6.6
8	TBI 014	Essay Writing	B	3.00	2	6
9	INS 004	Akhlak dan Tasawuf	B+	3.30	2	6.6
10	INS 009	Filsafat Islam	A-	3.60	2	7.2
11	INS 016	English for Academic Purposes	A-	3.60	2	7.2
12	INS 018	Al Arabiyyah At Tathbiqiyah	B+	3.30	2	6.6
13	INS 021	Aplikasi Komputer	B-	2.60	0	0
14	TBI 006	Listening for Factual Communication	B-	2.60	2	5.2
15	TBI 007	Interpretive Reading	B	3.00	2	6
16	TBI 008	Speaking for Formal Communication	A-	3.60	2	7.2
17	TBI 009	Paragraph Writing	B	3.00	2	6
18	TBI 010	Intermediate English Grammar	B-	2.60	2	5.2
19	INS 005	Ulumul Qur'an	B	3.00	2	6
20	INS 008	UshulFiqh	A	4.00	2	8
21	TBI 011	Listening for Critical Thinking	B	3.00	2	6
22	TBI 012	Critical Reading	C+	2.30	2	4.6
23	TBI 013	Speaking for Academic Purposes	A	4.00	2	8
24	TBI 015	Advanced English Grammar	C+	2.30	2	4.6
25	INS 007	Islamic Building	B-	2.60	2	5.2
26	INS 010	Filsafat Ilmu	B+	3.30	2	6.6
27	INS 012	Ilmu Alamiah Dasar	B	3.00	2	6
28	TBI 016	Public Speaking	B	3.00	2	6
29	TBI 017	Academic Writing	B+	3.30	2	6.6
30	TBI 018	Complex English Grammar	B	3.00	1	3
31	TBI 030	Curriculum and Learning Model Observation	A	4.00	1	4
32	TBI 031	Learning System and Class Management Observation	A-	3.60	1	3.6
33	TBI P35	English for Young Learners	B+	3.30	2	6.6
34	TIK 010	Psikologi Pendidikan	C	2.00	2	4
35	TIK 011X	Psikologi Perkembangan Peserta Didik	A-	3.60	2	7.2
36	TIK 019	Statistik Pendidikan	C	2.00	2	4
37	INS 003	Fiqh	A	4.00	2	8
38	INS 013	Sejarah Kebudayaan Islam	B+	3.30	2	6.6
39	INS 014	Bahasa Indonesia	B+	3.30	2	6.6
40	TBI 019	English Syntaxes	B-	2.60	2	5.2
41	TBI 020	Semantics	B	3.00	2	6
42	TBI 021	Introduction to Linguistics	B	3.00	2	6

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
43	TBI 022	English Phonology	C	2.00	2	4
44	TBI 023	English - Indonesian Translation	B+	3.30	2	6.6
45	TBI P36	Classroom Action Research	B+	3.30	2	6.6
46	TIK 013	Bimbingan dan Konseling	B+	3.30	2	6.6
47	TBI 024	Morphology	C+	2.30	2	4.6
48	TBI 025	Developing Material Design for English	B	3.00	2	6
49	TBI 026	Teaching English as Foreign Language	A	4.00	2	8
50	TBI 027	Instructional Media for English	C+	2.30	2	4.6
51	TBI 028	Language Testing & Evaluation	B	3.00	2	6
52	TBI P37	ICT (Information Communication Technology)	B	3.00	2	6
53	TIK 004	Sejarah Pendidikan Islam	C+	2.30	2	4.6
54	TIK 005	Administrasi Pendidikan	B+	3.30	2	6.6
55	TIK 018	Pengembangan Kurikulum	C+	2.30	2	4.6
56	TIK 021	Metodologi Penelitian Kualitatif Pendidikan	A	4.00	2	8
57	TIK 022	Metodologi Penelitian Kuantitatif Pendidikan	B	3.00	2	6
58	INS 001	Pendidikan Pancasila dan Kewarganegaraan	B+	3.30	3	9.9
59	TBI 029	Seminar Proposal	A-	3.60	2	7.2
60	TBI 032	Micro Teaching	A	4.00	2	8
61	TBI P38	English for Difable	A-	3.60	2	7.2
62	TBI P39	Language Learning and Acquisition	B+	3.30	2	6.6
63	TIK 007	Pendidikan Global	A-	3.60	2	7.2
64	INS 019	Kuliah Kerja Nyata	A-	3.60	3	10.8
65	TBI 033	Macro Teaching	A-	3.60	2	7.2
66	TBI 034	Skripsi	E	0.00	6	0
67	INS 002	Ilmu Kalam	A	4.00	2	8
68	INS 006	Ulumul Hadits	A	4.00	2	8
69	INS 011	Logika	A-	3.60	2	7.2
70	INS 015	English Basic	A-	3.60	2	7.2
71	TIK 001	Ilmu Pendidikan	A	4.00	2	8
72	TIK 002	Filsafat Pendidikan Islam	B-	2.80	2	5.2
73	TIK 003	Ilmu Pendidikan Islam	B	3.00	2	6
74	TIK 009	Sosiologi Pendidikan	A	4.00	2	8
75	TIK 012	PENGEMBANGAN PROFESI GURU	B	3.00	2	6

Judul Skripsi : The implementation of using word wall media in teaching vocabulary at 7th grade in SMP Islam Al Falah Rawalo Banyumas

KETERANGAN

SKS : Satuan Kredit Semester
 HM : Huruf Mutu
 AM : Angka Mutu
 M : Mutu

Jumlah SKS Yang Diambil : 149
 Jumlah SKS Yang lulus : 143
 Jumlah Mutu : 456.5
 Index Prestasi Kumulatif (IPK) : 3.06

Purwokerto, 2 Januari 2024
 Wakil Dekan

Fakultas Tarbiyah dan Ilmu Keguruan / Faculty of Tarbiyah and Teacher Training

SUPARJO
 NIP. 2017077303

BIOGRAPHY

A. Personal Detail

1. Name : Syamsul Huda
2. Student Number : 1917404029
3. Place, Date of Birth : Banyumas, 18th March 2023
4. Address : Desa Losari 05/03, Rawalo, Banyumas
5. Name of Father : Slamet Daroeni
6. Name of Mother : Warinah

B. Educational Background

1. TK, graduation year : TK Pertiwi 1 Losari, 2004
2. SD/MI, graduation year : SD N 2 Losari, 2010
3. SMP/MTs, graduation year : SMP N 1 Rawalo, 2013
4. SMA/SMK/MA, graduation year : SMK Ma'arif NU 1 Rawalo, 2016
5. S1, entry year : UIN Prof. K. H. Saifuddin Zuhri
Purwokerto, 2019

Purwokerto, January 2, 2024



Syamsul Huda

S.N. 1917404029