Using Word Wall to Improve Students' Vocabulary for the 4th Grade at Elementary School

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Abstract: This research is Using Word Wall to Improve Students' Vocabulary for the 4th Grade at Elementary School. Vocabulary is the main component of the language that must be learned by students to support their four basic English skills which are speaking, listening, reading and writing. Using word wall to learn vocabulary can help students to improve their vocabularies, because it's fun learning. This research aimed is to help teacher improve students' vocabulary using word wall for the 4th grade at elementary school. In this research, the researcher used the Class Action Research, and consists of four procedures in each cycle which were planning, action, observation, and reflection. The results showed that the average score of students before using the word wall was 63 which then increased in the first cycle with an average score was 74 with an increase of 17%. Then the second cycle was carried out which showed the average score of students to be 88 with an increase of 21% from the first cycle.

Keywords: English, Improve, Vocabulary, Word Wall.

INTRODUCTION

English is an international language that is used to communicate for all people in every country. Therefore, English is used as a second language in Indonesia, and is used as one of the most important subjects in school that must be studied by students. However, in learning English, one cannot be separated from vocabulary which is the main point in language perfection [1]. Vocabulary has an important role in language learning [2]. By mastering vocabulary, it will be easier for students in the learning process. In learning, the media has an important role in the teaching and learning process, and greatly affects students, especially students at the elementary school level. This is supported by Widodo and Wahyudin [3]saying that the media is the main tool that is needed in the learning process, because it can get the thoughts, feelings, and attention of students so that the learning process can run smoothly.

In learning, a teacher has an important role for students. Teachers need creative media to teach learning to students, especially vocabulary. Basically, the media has a big influence in increasing students' vocabulary. When the research was conducted, several problems were found, such as; there were some students who were less attentive during the learning process because they were not interested, some students who had difficulty memorizing English vocabulary, and there were still some students whose scores are below the KKM. In an effort to overcome this, the researcher uses word wall as a learning media to improve students' vocabulary for the 4th grade which is considered capable of overcoming these problems. As for the problems mentioned above, this research only focuses on increasing students' vocabulary, as well as attracting their attention in learning which will be shown through increasing students' scores after using word walls in learning.

Word Wall is a collection of words that are classified in several groups or categories, and then pasted on the classroom wall that is easily accessible by students in learning so as to make it easier for them to learn in class [4]. Meanwhile, according to Anindyajati and Choiri [5]say that a word wall is a visual media consisting of a group of words pasted on the classroom wall. Learning to increase vocabulary using word walls is considered able to help students, and can facilitate students in learning, because the learning process can be fun.

Previous researchers about improving students' vocabulary using word walls have been widely studied in other studies such as; [6], a student at Madako University researched on "increasing students' vocabulary mastery by using Word Wall method of the second grade at SMP Negeri 4 Tolitoli Utara", it focuses on word wall as a method. [7], students at Islam Balitar University about "using Word Wall to improve English vocabulary mastery: systematic review", it focuses on word wall as a media. This study only focuses on word wall as media but as to improve students' vocabulary and attract students' attention in the learning process.

METHOD

This research design used is Class Action Research (CAR), was proposed by [8]. This research was carried out by a teacher in the classroom to solve problems experienced by students and by the teacher until the problem was solved by an action that could have a positive impact on students and teachers, with the aim of improving learning.

The purpose of CAR research is to make changes in the form of increasing knowledge and skills in learning. These changes can be made through solving problems experienced by a teacher or student in the classroom. This research must be carried out by a teacher, and students as subjects, in an effort to solve problems, in order to improve the quality of learning in the classroom. This research was conducted in collaboration with English teachers and 4th grade students at SD Muhammadiyah Miliran.

The order in this research is; perliminary observation, observation of the learning implementation process in the classroom, cycle 1, reflection cycle 1, cycle 2, and reflection cycle 2. Cycle 3 and so on are needed if the reflection from cycle 2 has not been achieved properly. However, this research requires cycle 1 and cycle 2, because the reflection of the actions obtained in cycle 2 has been achieved as evidenced by an increase in student scores.

The population in this study were the 4th grade students at SD Muhammadiyah Miliran. The sample included in this article is 10 children, which is half of the total number of students in the class.

The procedure used in this study is as described based on the CAR procedure, the steps consist:

1. Preliminary Observation
   It was conducted a week before the research was conducted at the school, because the researcher had to meet with the principal to conduct the research, as well as the English teacher. While in class, the

researcher observed the process of implementing learning in the classroom, the learning media used by the teacher to teach vocabulary, and the attention of students during the learning process in class.

2. Observation

The researcher collaborated with teachers in the classroom. Before entering cycle 1, the researcher gave a pre-test to measure students' vocabulary before the learning action using word walls. The pre-test given is multiple choice consisting of 4 options (a, b, c, d).

3. Cycle 1

After gave the pre-test, the researcher gave the material of vocabulary and explained what word meida is to the 4th grade students in the class. The researcher gave vocabulary material to students, and asked students to participate in learning using word wall media by answering questions from the teacher. After that, the researcher gave a test for the cycle 1 to the 4th grade students to measure the vocabulary they had answered from the teacher's questions.

4. Reflection of Cycle 1

In this reflection, the researcher reflects on the results of the learning process that has been carried out in cycle 1 to be improved again in cycle 2, because the test scores given in cycle 1 have not been achieved properly.

5. Cycle 2

The researcher reviewed the vocabulary at the second meeting, then gave new vocabulary again. Students are required to participate in learning English vocabulary using word walls by answering questions from the teacher. The researcher gave a post-test to measure the students' English vocabulary after the action from the word wall.

6. Reflection of Cycle 2

The researcher reflects on the results of the learning process that has been carried out in cycle 2, and it is known that after cycle 1 and cycle 2 the students' English vocabulary has increased so that the researcher does not continue to the next cycle, because the test scores have been achieved well and are considered sufficient.

This research has been carried out in accordance with applicable research ethics and regulations, as well as based on applicable circulars, and following the rules of the health protocol. The researcher has submitted an official initial observation letter from the campus to the principal and English teacher, and it has been approved. Then, the researcher has also submitted an official research letter from the campus to the principal, and it has been approved. The test which consisted of pre-test, cycle 1 test, and cycle 2 (post-test), as well as lesson plans were validated by the English teacher.

RESULTS AND DISCUSSION

The results of this study are said to be successful because of an increase in each cycle. However, before the cycle, the researcher gave a pre-test to measure the students' vocabulary which was displayed through the students' scores before the action from the word wall in Table 1.

Table 1 Pre-Test

No.	Name	Pre-Test	Note
1	AN	55	Uncomplete
2	AS	60	Uncomplete
3	AKS	55	Uncomplete
4	DR	50	Uncomplete
5	FF	80	Complete
6	FS	55	Uncomplete
7	HS	65	Uncomplete
8	MH	75	Complete
9	MK	75	Complete
10	WS	60	Uncomplete
TOTAL SCORE		**630**	
AVERAGE		**63**	

In the pre-test table (Table 1), it can be seen that only three students passed and seven students did not graduate from the total of ten students. The average value achieved is also 63, which means it is below the KKM. The pre-test value is the value before the action from the word wall to increase students' vocabulary, so it can be interpreted that the vocabulary in the material that has been selected is not good enough because it can be shown by the pre-test scores shown above.

After being given a pre-test, the researcher taught vocabulary material using a word wall, and students actively participated in the learning. The learning process is fun because the word wall used can attract students' attention during the learning process. Then the researcher gave a test for cycle 1, the aim was to measure students' vocabulary based on the test scores obtained after the action from the word wall. Table 2 is presented as a table of cycle 1 test scores.

Table 2 Cycle 1

No.	Name	Cycle 1	Note
1	AN	60	Uncomplete
2	AS	70	Uncomplete
3	AKS	60	Uncomplete
4	DR	70	Uncomplete
5	FF	100	Complete
6	FS	60	Uncomplete
7	HS	70	Uncomplete
8	MH	80	Complete
9	MK	100	Complete
10	WS	70	Uncomplete
TOTAL SCORE		**740**	
AVERAGE		**74**	

Table 2 shows that three students who can complete the cycle 1 test well, and are declared passed. Meanwhile, seven students still have not passed. The difference between the pre-test and cycle 1 is the average value. In cycle 1, the average score is 74, so it can be interpreted that there is an increase from the pre-test to cycle 1, so the researcher reflects that cycle 2 is needed because the student's score has not reached the KKM even though there is an increase.

In cycle 2, the researcher reviewed the vocabulary material that had been taught in cycle 1. Then gave new vocabulary but the material was still the same. In cycle 2, the learning process was fun because students participated actively because the word wall used attracted students' attention during learning. After that, the researcher gave a test (post-test) to measure the students' vocabulary which was indicated by the score after the action from the word wall. Table 3 describes the data of cycle 2 (post-test):

Table 3 Cycle 2

No.	Name	Cycle 2	Note
1	AN	95	Complete
2	AS	80	Complete
3	AKS	85	Complete
4	DR	80	Complete
5	FF	100	Complete
6	FS	75	Complete
7	HS	85	Complete
8	MH	100	Complete
9	MK	100	Complete
10	WS	80	Complete
TOTAL SCORE		**880**	
AVERAGE		**88**	

Table 3 shows that there was an increase in students, and all students passed in cycle 2 (post-test). The average score obtained is 88, so it can be interpreted that the next cycle is not needed because there has been an improvement that is better than the pre-test and cycle 2, and their score has reached the KKM. Table 4 presents the results compared of student scores that have increased in each cycle.

Table 4. Pre-Test, Cycle 1 and Cycle 2

No.	Name	Pre-Test	Cycle 1	Increasing	Cycle 2	Increasing
1	AN	55	60	9%	95	58%
2	AS	60	70	17%	80	14%
3	AKS	55	60	9%	85	42%
4	DR	50	70	40%	80	14%
5	FF	80	100	25%	100	0%
6	FS	55	60	9%	75	25%
7	HS	65	70	8%	85	21%
8	MH	75	80	7%	100	25%
9	MK	75	100	33%	100	0%
10	WS	60	70	17%	80	14%
TOTAL SCORE		**630**	**740**	**173%**	**880**	**214%**
AVERAGE		**63**	**74**	**17%**	**88**	**21%**

Based on Table 4, the students' vocabulary has increased, it can be seen from the students' scores they get. In the pre-test, the average score of students was 63, and cycle 1 was 74, so the increase in the pre-test to cycle 1 was 17%. However, the student's score has not reached the KKM, so cycle 2 is needed. While the average value of cycle 2 is 88, and the increase that occurs from cycle 1 to cycle 2 is 21%, so the next cycle is no longer needed because students' scores have reached the KKM. Based on these data, it has improvement of the English vocabulary in each cycle, so it can be concluded that using word wall to improve students' vocabulary for the 4th grade at elementary school has been successful. The problems found have also been resolved, namely an increase in student vocabulary which is shown through test scores, and word walls can also attract students' attention during the learning process in class so that learning can run well. Students can also increase vocabulary through fun learning using word walls. This research objective has also been achieved.

CONCLUSION

Word Wall is a learning media that can help teachers improve students' vocabulary, and can attract students' attention during the learning process so that learning can take place well. This can be seen based on student results in the table which shows that there is an increase in each cycle. So based on the results and discussion above, the researchers conclude as follows: (1) Teaching using a word wall affects the vocabulary mastery of the 4th grade students at SD Muhammadiyah Miliran. Because based on the table pre-test and post-test have differences. There were only 3 students who completed the pre-test out of 10 students in the 4th grade. While the post-test all students completed from 10 students in the 4th grade. (2) Teaching vocabulary using word walls can increase students' vocabulary, and can attract students' attention to participate in learning. So that it makes it easier for them to remember vocabulary using word walls.

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