

# DEVELOPMENT OF WORD WALL MEDIA TO TEACH VOCABULARY FOR EIGHTH GRADE STUDENTS OF MTs SIROJUT THOLIBIIN SUTOJAYAN

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## Abstract

This study aims to develop word wall media as a vocabulary learning media for eighth grade students of MTs Sirojut Tholibiin Sutojayan in recount text material. That focuses on word meaning, pronounce words and classifying word types (adjectives, noun, adverb, and verb). Based on the result of interviews with English teacher, students are still lacking in vocabulary mastery, very few students carry English dictionaries. According to observation the result of with their students they only used textbooks without using other media. The researcher conduct Research and Development which was developed by Dick and Carry (1996), namely ADDIE there are five steps, namely (analyze, design, development, implementation and evaluation). The instrument in this study used field notes, interview guides, and questionnaires. The techniques used are questionnaires, observation, interview and documentation. The result of research show that learning by using word wall media is powerful for teaching vocabulary to eighth grade students of MTs Sirojut Tholibiin Sutojayan. Students become easy to remember the meaning of the newly known vocabulary and students understand the types of word classification.

**Keywords:** ADDIE Method; Teaching Vocabulary; Word Wall Media

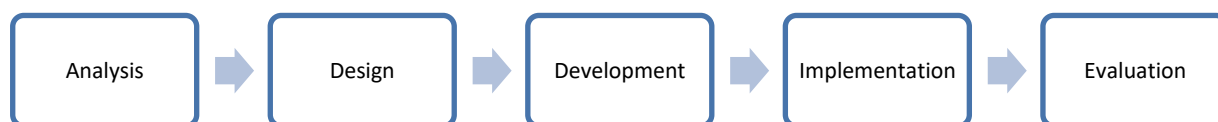
## INTRODUCTION

Language is device of verbal exchange with different people. Language is a device our concepts to get our goal. A language communication tool that is organized in the form of units, such as words, groups, clauses and sentence that are expressed both orally in writing (Wiratno & Santosa, 2014). English, have a giant function as a overseas language and an international language to facilitate (Suharto et al., 2020). Therefore, vocabulary is an important part of every language and must be learned as part of the learning process. One of the most significant features of language components is vocabulary (Teza Peby Alisa, 2013). Vocabulary is also part of language getting to know that want preserving with growth and improvement though each local and nonnative audio system after grammar and pronunciation. Studying vocabulary as an overseas language appears to learn however some students appear through to memorize. The students additionally appear that examining English causes them to tedious in getting to know it within side the class. Besides that, the instructor teaches vocabulary through repeating the words and making in them each meeting. So, it makes students tedious and isn't fascinates to observe vocabulary class. Without having sufficient vocabulary, students could have problem realizing the means of what they concentrate and examine in addition to explicit their purpose in communication. On the different that they have numerous vocabulary, they can capacity in English seeing that a terrific variety of English words are wanted for the actual language use. Pursuant to result of interview with the eight grade English teacher at MTs Sirojut Tholibiin, students are still lacking in vocabulary master, very few students carry English dictionaries. Other than, based on need analysis, study to develop vocabulary skills, such as by using learning media of learning to draw student's attention to learning. According to observation the result

of with their students turned out to less using learning media in English lessons in class, so they only used textbooks without using media. This means that students are less interested in learning English and make students feel bored in learning English. So, one of the effective media to improve the ability to teach vocabulary so that student’s abilities increase is to use word wall. Furthermore, it is effective media applying for students, because the working principle of word wall media is stuck the vocabulary on the wall a large size that allows students to look from a distance (Mariati, 2018). According to Anuthama (2010) the benefits of using the word walls are : to support the development of vocabulary learning skills, there are is a wall in the classroom. They increase student’s word power through specific teaching, implicit learning, multiple exposures and opportunities for meaningful words connection. Using word wall methods allows for repetition and recycling of information. The ability for students to see, touch, pronounce, and write the words resulted in higher vocabulary recall and enthusiasm for vocabulary study. According to Suparba (2019) the advantages use word wall media are: 1) to assist in the teaching of keyboard principles regarding words and how they are used, 2) to build a developing vocabulary that can be used in reading and writing, 3) encourage kids to use English for conversation and to create with it, 4) to use teacher own words to produce a range of word wall media, and 5) from a huge collection of exercises, the teacher can select a vocabulary topic or grammar item. All of the exercises in learning English are interactive and simple, such as matching words. Based on the background of the study above, the writer wants to conducts a research entitled“Development of Word Wall Media to Teach Vocabulary for Eighth Grade Students of Mts Sirojut Tholibiin Sutojayan”

**METHOD**

The research model of developing the product is a research model ADDIE.They are **A**nalysis (needs, necessities, task, and participants’ current skills) **D**esign (learning goals delivery format, activities, and exercise) **D**evelopment (create a prototype, increase direction materials, evaluate, pilot session). **I**mplementation (training implementation, tools in location and observation) and **E**valuation (cognizance, knowledge, behavior and result). The following are ADDIE’s steps:



**Figure 1. ADDIE Step**

The main task in the analysis stage is to assess the need for development and innovative teaching approaches. Early in the reseracher experience. The analysis at this level is based on several factors, including: 1). Evaluate the student’s character. 2). Examining the teacher personality when instructing students in the classroom. 3). Examine curriculum and materials in view of classroom core and basic competencies. 4). Examining the media that has been used to promote students learning. 5). Examine the constraints of the school. In design stage, the reseracher will realize the things that have been analyzed at this point. In development stage the reserachers will be required. The following are the steps to take at this point: 1) Choose a material that complements the product, 2) Choose the assessment method, 3) Create a product design. The following are stages carried out by the word wall media: 1) Using word wall media to create learning media, 2) Expert material, language, and media experts will then validate the word wall media that been has created 3) Following the approval of the word wall media by the

validators, the research will test on eight students. In implementation stage, the word wall media which has been developed is tasted on eight B students. The last is evaluation stage, reserachers carry out evaluation of media trial activities by distributing student response questionnaires. In this study, reseracher tasted validity and reliability of instrument. Validity is a measure that shows the levels of validity of an instrument. While, According to the Sugiono (2017) the reliability test determines the degree to which measurement results utilizing the same object create the same data. At this stage reliability is used to check the results of students response questionnaires to determine students satisfaction in using word wall media. The result can be seen from the correlation between the price of working papers. Reliability checking is done by using IBM Statistic SPSS 25 (Statiscal Program for Social Science). Quantitative approaches are referred to as traditional methods because they have been used for such a long period that they have formed a research method tradition. Quantitative methods include research data in the forms of number and statically analysis (Sugiono, 2017). The data from the questionnaire was processed used quantitative analysis. SPSS is used to calculate the result of quantitative analysis techniques.

The numbers placed into the percentage formula above are data gathered from respondents responses to the questions posed. According to Sudjana (2005) uses a formulation to analyze the score of media validation, material validation and instrument validations:

$$P = \frac{F}{N} \times 100\%$$

**Noted:**

- P = Percentage
- F = Number of correct answer
- N = Maximum correct answer

Next, the result of these calculations are compared to preset criteria. The value assessment criteria can be visible in the table 1 beneath:

**Table 1. Percentage of Feasibility Criteria**

No	Score Percentage	Criteria
1.	0-20	Very Bad
2.	21-40	Bad
3.	41-60	Sufficient
4.	61-80	Good
5.	81-100	Very Good

Score Interpretation Criteria (Arikunto, 2012)

Then, Qualitative analysis is a technique data in the form of non numbers Sugiono (2013). The data analysis with this method is data from observation and interview. The qualitative analysis technique is carried out by reseracher in the early stages of the study to find out which media should be developed and it can meet the needs of students. In conducting a need analysis, the reseracher analyzed data from interview which had been conducted with the English teacher at MTs Sirojut Tholibiin. This interview analysis is conducted to find out the problem experienced by teacher when teaching in class. Furthermore, the reserachers also analyzed the learning observation data of Grade VIII-B students to obtain information about the characteristic of students in teaching and learning process.

## RESULTS AND DISCUSSION

### Results

The reseracher design for the media to be used in the study is as follows: 1) the material used is according to the Syllabus and RPP (Lesson Plan), 2) vocabulary only focuses on Recount text material, 3) the size of the word wall is 60x40 styrofoam wall, 4) the paper use manila paper with a size and lengths of 8 and a width of 12 , 5) pushpin that is used to be installed in word wall media, 6) put words where every students can see them make them more accessible. To distinguish easily confused words, they should be written in large black letters with a variety of background colors, 7) use the word wall daily to practice words using a range of activities, such as: visited, in the Sunday morning, camping, mountain etc, 8) make enough practice so that words are automatically read and spelled, and ensure that words are written correctly in the children’s daily writing, 9) this Word wall media consist of targeted 20 vocabularies for students to be mastered in vocabulary through word walls. Among the types and numbers of memorized vocabularies were 5 verbs, 5 nouns, and 5 adverbs.

### The Result of Validity And Reliability Instrument

Validity refers to amount to which an instrument is measured in order for media to use be effective and meet preset standards. The degree of accuracy/ feasibility of the instrument used to measure what is to be measured is referred to as validity (Arifin, 2012). The question is valid if the obtained correlation number is greater than the standard value (significant) (Kamilah, 2015). The following is the correlation table for students response questionnaires:

**Table 2. Correlations**

		TOTAL
X1	Pearson Correlation	.793**
	Sig. (2-tailed)	.000
	N	22
X2	Pearson Correlation	.619**
	Sig. (2-tailed)	.002
	N	22
X3	Pearson Correlation	.774**
	Sig. (2-tailed)	.000
	N	22
X4	Pearson Correlation	.606**
	Sig. (2-tailed)	.003
	N	22
X5	Pearson Correlation	.583**
	Sig. (2-tailed)	.004
	N	22

X6	Pearson Correlation	.475*
	Sig. (2-tailed)	.025
	N	22
TOTAL	Pearson Correlation	1
	Sig. (2-tailed)	
	N	22

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Table 3. Result of the calculated r count**

No X	R count	R table	Description
<b>X1</b>	0.793	0.432	Valid
<b>X2</b>	0.619	0.432	Valid
<b>X3</b>	0.774	0.432	Valid
<b>X4</b>	0.606	0.432	Valid
<b>X5</b>	0.583	0.432	Valid
<b>X6</b>	0.475	0.432	Valid

Based on the table above, the result of the calculated r count is more than r table it is said to be valid. The total 22 respondents in a significant value of 0.432. The result of the research that the researcher shows did the value of r table above more than 0.432. It can be said valid. While for the reliability test obtained the following figures:

**Table 4. Reliability Statistics**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.716	6
.716	6

The result of calculation using the Cronbach Alpha formula using the SPSS program, if he instruments reliability coefficient ( $r_{11}$ ) is 0.7 then is it good reliable. According to the Cronbach Alpha interpretation table, the instrument reliability value  $r_{11}$  ( $0.950$ )  $> 0.9$  is included in the Excellent category. So, the instrument is declared reliable and used for research data collection (H Kara, 2014).

### The Result of Expert Judgement

Instruments from validation instrument are tested for feasibility by instrument expert consisting of 1 examiner who is an English education lecturer. This analysis is used to determine the

feasibility of the content of the media expert questioner which includes content. The measurement scale used is a Likert Scale with 4 scales with includes content. The measurement scale used is a Likert scale with categories. After testing, Improvements are made according to expert advice. The following is the instrument validation table:

**Table 5. Validation Instrument**

No	Statement	Scoring score	
		Instrument expert	Total
1.	Instructions for filling in the media and materials developed by the instrument of the validation of media experts are made clearly	4	4
2.	Instructions for assessment of media and materials developed instruments of validation questionnaires media and learning materials/learning processes are presented correctly	3	3
3.	Types and sizes of letters on the media and materials developed by the validation questionnaire media experts and material learning implementation easily read	4	4
4.	Aspects of assessment on the media and materials developed by the validation of media and learning process materials have been made correctly	3	3
5.	The thruth of grammar used (in accordance with good and correct Indonesian rules)	4	4
6.	The choice of words that are made simple and clear	4	4
7.	The language used is easily understood by the validator	4	4
<b>Total</b>			<b>26</b>

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{26}{28} \times 100\% \\
 &= 93\%
 \end{aligned}$$

Based totally at the table above, the instrument validation questionnaire the result are 93%, it is said to be “Very Good” based on the percentage assessment criteria. After conducting instrument assessment, reserachers also made word wall assessment to material expert. Instruments from validation material are tested for feasibility by instrument expert consisting of 1 examiner who is an English teacher class. This analysis is used to determine the feasibility of the content of the material expert questioner which includes content. The following is a material validation table:

**Table 6. Material Validation**

No	Statement	Scoring score		
		Instrument expert	Instrument expert	Total
1.	The suitability of the material with KD and learning indicators	4	4	8
2.	Completeness of learning material in a systematic sequence and arrangement	3	4	7
3.	Material is easily understood by students	3	3	6
4.	Material can motivate students	4	3	7
5.	Material according to students abilities	4	3	7
6.	The language used is easy for students to understand	4	3	7
7.	The sentence used to explain the material is easy to understand	4	4	8
8.	The sentence used does not cause multiple meaning	3	4	7
9.	The suitability of the rules of English is good and correct	4	4	8
10.	The language used in accordance with the level of student thinking development	3	4	7
11.	Example of questions in each learning activity according to the material	4	4	8
12.	The practice questions are ended with learning in accordance with the material and learning objectives	4	4	8
13.	The material that has been presented can attract students learning interest	4	4	8
14.	Material can help students learn independently	4	4	8
<b>Total</b>		<b>52</b>	<b>52</b>	<b>104</b>

$$\begin{aligned}
 1. \quad P &= \frac{F}{N} \times 100\% \\
 &= \frac{52}{56} \times 100\% \\
 &= 93\%
 \end{aligned}$$

$$\begin{aligned}
 2. \quad P &= \frac{F}{N} \times 100\% \\
 &= \frac{52}{56} \times 100\% \\
 &= 93\%
 \end{aligned}$$

According to the table above, the material validation instrument questionnaire the result are 93%, it is said to be “Very Good” based on the percentage assessment criteria. Then, reseracher conducted media validation. Instruments from validation media are tested for feasibility by instrument expert consisting of 1 examiner who is an English department lecturer. This analysis is used to determine the feasibility of the content of the material expert questioner which includes content. The following is the media validation table:

**Table 6. Media Validation**

No	Statement	Scoring Score	
		Instrument Expert	Total
1.	Ease of obtaining material	4	4
2.	Ease of media storage	3	3
3.	Ease of using media	3	3
4.	Accurancy in choosing a tool for development	3	3
5.	Clarity instructions for using media	3	3
6.	Media packing	3	3
7.	Media durability level	3	3
8.	Communicative (language is easy to understand, good, true and effective)	3	3
9.	The simplicity of the appearance of learning media	4	4
10.	Selection of types, and letters size used	3	3
11.	Distance settings (lettrs, rows, characters)	3	3
12.	Text readability	3	3
13.	Display the image proportion	3	3
14.	Balance of image proportion	3	3
15.	Conformity of images that support the material	3	3
16.	Conformity of images that support the material	4	4
17.	Color composition	4	4
18.	Harmony	4	4
19.	Design neatness	3	3
20.	Design attraction	3	3
<b>Total</b>			<b>65</b>

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{65}{80} \times 100\% \\
 &= 81\%
 \end{aligned}$$

According to the table above, the media validation instrument questionnaire the result are 80%, it is said to be “Good” based on the percentage assessment criteria.

**Discussion**

The first development process is **Analysis**, the researcher have to be able to find out the shortcomings, goals, and need of students. To discover, the three additives, the reseracher conducted classroom observations and interviews with eighth grade English teacher. It purpose to discover about students competencies, student studying skills, students knowledge in preceding vocabulary studying. The second is **Design**, in making unique learning media for learning, it was found that colored paper was used as a place to write down words for students who had already done it. By using colored paper, students will be more happy and interested in



learning English. This word wall learning media is designed to make it easier for teacher and students when learning vocabulary, 1) Learning media design at this stage the reseracher designed the word wall learning media product. In word wall learning media, students classify part of speech, namely : Adverb, Adjective, Noun, and Verb, 2) learning media guide book design, In this section, the reseracher designs the size of the book. The function of this guide book is to group students to mention part of speech. In this guide book about Recount text. Each group of Recount text is different from the other groups. And procedures for using word wall learning media. The third is **Development**, The following are stage carried out by the word wall media: 1) Using word wall media to create learning media, 2) Expert material media experts will then validate the word wall media that been has created, 3) Following the approval of the word wall media by the validators, the reseracher will be test on eight students. The fourth is **Implementation**, At this stage, the word wall media will be held for English students for eight grade of MTs Sirojut Tholibiiin Sutojayan. The material is delivered through developed word wall media. The last is **Evaluation**, at this stage, the final revision of the product was generated at this step of the evaluation based on recommendations, comments, and validators. Assessment of the feasibility of word wall learning media products using a questionnaire given to 3 respondents, namely the instrument validator, the material expert for the eighth grade English teacher, and the media expert. First, the instrument validation test which was validated by Widiarini, M.Pd. there are 7 components, based on the result of instrument validation, it can be concluded to get a percentage of 84% with "Very Good" criteria. Second, the feasibility test of the material on the material expert by the eighth grade English teacher of MTs Sirojut Tholibiiin, namely Siti Ulfa Huriati, M.Pd. There are 14 components based on the validation result from the material expert, it can be concluded that the percentage is 93% with "Very Good" criteria. Third, the media feasibility test on media experts, namely Winda Khoirun Nisak, M.Pd. there are 20 components based on the validation results from media experts, it can be concluded that the percentage is 81% with "Good" criteria based on Arikunto (2012). Word wall learning media is powerful to teaching vocabulary to eighth grade students of MTs Sirojut Tholibiiin Sutojayan. By using word wall students can master vocabulary. The end result of this examine are accordance with Harwika (2019) that the result of word wall media can help students enhance their vocabulary mastery, which includes increasing vocabulary, distinguishing between different types of vocabulary, including nouns, adjectives, verbs, and adverbs, and using the appropriate terms recognize the right terms used in sentences in writing. Next, based on the Wiyanti (2016) the result of the implementation of word wall media on vocabulary mastery the goal of employing word wall media for English class at Ibadurrohman boarding school boarding school Blitar to improve eighth-grade students vocabulary knowledge is a good one, as evidenced by the 87% value or score in cycle 2.

## CONCLUSION

Word wall was developed according to the ADDIE model procedure. Starting from the process of analyzing class needs, designing products, developing word walls, implementing media to users, and conducting evaluations. The word wall developed by the reseracher consist of: 1) The material used is a word wall which is Styrofoam containing 2 colors, namely green and yellow, and colored paper. 2) Students can classify the types part of speech, namely (adjectives, adverbs, verbs, and nouns), 3) Core Competencies and Basic Competencies which are learning achievements. 4) How to use the media is listed in the guidebook. 5). Table of contents which lists the structure of the book. 6) Explanation and examples of Recount text. 7) There are 5 types and each group gets a different text. 7) There are 5 types of Recount text and each group gets a different text. 8) Exercises to measure students understanding of the material. Assessment

of the feasibility of word wall learning media products using a questionnaire given to 3 respondents, namely the instrument validator, the material expert for the eighth grade English teacher, and the media expert. First, the instrument validation test which was validated by Widiarini, M.Pd. there are 7 components, based on the result of instrument validation, it can be concluded to get a percentage of 84% with “Very Good” criteria. Second, the feasibility test of the material on the material expert by the eighth grade English teacher of MTs Sirojut Tholibiin, namely Siti Ulfa Huriati, M.Pd. there are 14 components based on the validation result from the material expert, it can be concluded that the percentage is 93% with “Very Good” criteria. Third, the media feasibility test on media experts, namely Winda Khoirun Nisak, M.Pd. there are 20 components based on the validation results from media experts, it can be concluded that the percentage is 81% with “Good” criteria.

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