

PROSIDING *Seminar Nasional*

HASIL PENELITIAN PENDIDIKAN DAN PEMBELAJARAN

“Rekonstruksi Kurikulum dan Pembelajaran
Berbasis Karakter”



SEMNAS STKIP PGRI JOMBANG



PROSIDING
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HASIL PENELITIAN PENDIDIKAN DAN PEMBELAJARAN



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STKIP PGRI JOMBANG
Jl. Pattimura III/20 Jombang
Telp. (0321) 861319-854318 FAX (0321) 854319





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KATA PENGANTAR

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Pendidikan karakter dewasa ini merupakan sebuah tuntutan untuk dapat meningkatkan kualitas moral dalam kehidupan manusia khususnya di Indonesia, terutama di kalangan peserta didik. Sekolah dituntut untuk memainkan peran dan tanggung jawab dalam menanamkan dan mengembangkan nilai-nilai dan membantu para peserta didik membentuk dan membangun karakter dengan nilai-nilai yang baik. Pendidikan karakter diarahkan untuk memberikan tekanan pada nilai-nilai tertentu seperti rasa hormat, tanggung jawab, jujur, peduli, adil, dan membantu peserta didik untuk memahami, memperhatikan, dan melakukan nilai-nilai dalam kehidupann sehari-hari.

Untuk mempersiapkan keberlangsungan kehidupan masyarakat dan bangsa yang lebih baik di masa depan dapat ditandai oleh pewarisan budaya dan karakter yang telah dimiliki masyarakat dan bangsa. Dalam proses pendidikan budaya dan karakter bangsa, secara aktif peserta didik harus mengembangkan potensi dirinya, melakukan proses internalisasi, dan mampu menghayati nilai-nilai menjadi kepribadian dalam bergaul di masyarakat. Juga, diharapkan dapat mengembangkan kehidupan masyarakat yang lebih sejahtera, serta kehidupan bangsa yang lebih bermartabat.

Kegiatan Seminar Nasional Hasil Penelitian Pendidikan ini merupakan wujud usaha menanggapi dan upaya mengembangkan sumber daya manusia dalam menyiapkan generasi muda yang berkarakter. Untuk mewadahi para peneliti, akademisi dan para pengembangan sumber daya manusia terselenggarakan kegiatan seminar ini dengan Tema “Rekonstruksi Kurikulum dan Pembelajaran Berbasis Karakter”. Hasil pemikiran, kajian, dan penelitian ini diharapkan dapat dijadikan rujukan bagi para peneliti, pendidik dan para pengembang sumber daya manusia untuk menghasilkan generasi muda yang cerdas, kompetitif, dan berkarakter.

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Dr. Wiwin Sri Hidayati, M.Pd.



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***Everyone Is A Teacher Here* Pada Materi Operasi Hitung Aljabar
Tahun Pelajaran 2016/2017**

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The Effectiveness of Teaching Vocabulary By Using Word Wall On Vocabulary Mastery

Anita Soraya Yulita¹ (anitasorayayulita@gmail.com)
Daning Hentasmaka² (daninghentas.stkipjb@gmail.com)

Abstract

The objective of this research is to know the effectiveness of teaching vocabulary by using word wall on vocabulary mastery of elementary students. The researcher used quasi-experimental design. The fifth grade students were chosen as sample of this research. The experimental group was taught by using word wall media while the control group which was taught by using word wall media. Pretest and posttest were kinds of instrument used in this research. The data were analyzed by using Independent Sample T- test. The result of analyzing the data from the experimental and control groups indicated The result of Sig. (2-tailed) 0.000 is lower than alpha value 0.05. It can be concluded that the null hypothesis (H_0) is rejected, which means the alternative hypothesis (H_a) is accepted. There is significant difference in vocabulary mastery between students taught by using word wall media and not taught by using word wall media. The mean of experimental group is 86.57 while the mean of control group is 69.22. The researcher concluded that teaching vocabulary by using word wall on vocabulary mastery of elementary students is effective.

Key Words: Effectiveness, Vocabulary, Word wall

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas pengajaran kosa kata menggunakan word wall pada penguasaan kosa kata siswa sekolah dasar. Peneliti menggunakan desain kuasi-eksperimental sebagai desain penelitian. Kelompok eksperimental yang diajarkan menggunakan media word wall sedangkan kelompok kontrol yang tidak diajarkan menggunakan media word wall. Tes awal dan tes akhir adalah instrumen yang digunakan dalam penelitian ini. Data dianalisis dengan menggunakan Independent Sample T- Test. Hasil dari analisis data dari kelompok eksperimental dan kontrol mengindikasikan hasil dari Sig. (2-tailed) 0.000 lebih rendah daripada nilai alfa 0,05. Dapat disimpulkan bahwa hipotesis nol (H_0) ditolak, yang berarti alternatif hipotesis (H_a) diterima. Terdapat perbedaan yang signifikan dalam penguasaan kosa kata antara siswa yang diajarkan menggunakan media word wall dan yang tidak diajarkan menggunakan media word wall. Nilai rata-rata dari kelompok eksperimental adalah 86.57 sedangkan nilai rata-rata dari kelompok kontrol adalah 69.22. Peneliti menyimpulkan bahwa pengajaran kosa kata menggunakan word wall pada penguasaan kosa kata siswa sekolah dasar adalah efektif.

Kata Kunci: Efektivitas, Kosa kata, Word wall

Introduction

English is the international language of the world, and has become the main language in the world, so we must mastery English both oral and written. Everyone obliged to wrestle in globalization era, if they want grow and not left by the era. By mastering English, people can communicate further, so that the knowledge of technology information will be more open, and have an ability to advances the technology which always moving forward.

¹ Mahasiswa Program Studi Pendidikan Bahasa Inggris, STKIP PGRI Jombang, Jawa Timur

² Dosen Program Studi Pendidikan Bahasa Inggris, STKIP PGRI Jombang, Jawa Timur

Kachru in Harmer (2001: 17) describes that world of English in terms of three circles: Inner circle, outer circle, and expanding circle. In the inner circle he puts countries such as Britain, the USA, Australia, etc. Where English is the primary language. The outer circle contained countries where English had become an official or widely – used second language. These included India, Nigeria, Singapore, etc. Finally, the expanding circle represented those countries where English was learnt as a foreign language, including Indonesia.

English as a foreign language and is taught at various levels of education. The aim of learning English is to provide opportunities for learners to advance their knowledge of Science, Technology and also to strengthen the International relationship. In our country, besides learn about Science, Mathematics or the other subject, we learn English as foreign language. English is important for us, especially for the students. They will get more knowledge to be a good person who have more knowledge. We know that now is global era when so the students need something to guide them in society, one of something that they needed is language.

Allen (1997:149) says that vocabulary is very important in a language, when we learn a language like English, we learn the words of language. The vocabulary is needed to master the four skills in English. Through vocabulary, we convey our ideas emotion, and efficiently. Without mastering it, people will not be able to use English efficiently. Webster (1989: 978) defines that vocabulary is a list of word and sometimes phrase usually arranged in alphabetical order define a dictionary glossary or lexicon.

Elements of vocabulary are spelling, syllabication (separation of word into syllables), pronunciation, stress (primary, secondary, unstressed), part of speech (noun, verb, adjective, adverb, article, preposition, etc.), meaning(s), usage (grammatical use), use (appropriateness), derivation (addition of affixes which change the part of speech) inflection (addition of affixes which change the part of speech), inflection (addition of affixes which does not change the part of speech), idiom and special expression. The targets of teaching vocabulary should be product (i.e the mastery of vocabulary items by students) and process (i.e the students' ability to find the meanings of unfamiliar words, and expand vocabulary mastery). Teachers are advised to include both product and process in the teaching vocabulary. (Fachrurrazy, 2012: 97).

Nowadays, there are strategies and medias give progress to teaching learning process. Teachers must enlarge their knowledge and skill about the strategies and media in teaching English to give the material maximally to the students. Teachers must to know what their students' want and need, use some strategies and medias to be applied in teaching learning process to help them to teach in classroom based on the material or skill taught.

A word wall is an organized collection of large print words on the classroom wall. A word wall helps to create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning (Green,1993:1).

Cronsberry (2004: 3) argued that a word wall is a group of words that are displayed on a wall, bulletin board, check board, or white board in a classroom. The words are printed in a large font so that they are easy visible from are students seating area. These words are referred to continually throughout a unit or term by the teacher and the students during a variety of activities. Word walls are excellent tools for creating an atmosphere that is conducive to learning, and the visual reminders that are inherent to word walls are beneficial. However, word walls provide much more than a visual reminder of information learned; they provide an opportunity for student interaction (Cunningham, 2000; Ganz, 2008; Harmon, Wood, Hedrick, et al. 2009).

The researcher used word wall media because that media is one of media to to help the students when they learn about English and enrich their vocabulary. This research is focus on passive- receptive vocabulary mastery. Use this media will give some activity that interesting, so the students will get more knowledge and have more vocabulary in English.

The used of word wall media will be experimented when the researcher do the study. The effectiveness of media will be known after the media applies in the study. The researcher uses this media because it can be one of way to make the students enrich their vocabulary. This media is suitable to help the students to mastery vocabulary.

Review of Related Literature

Brabham and Villaume (2001:2) state a word wall is a collection of high-frequency sight words that are age appropriate, classified into groups or categories, and is located on the wall of a classroom for students to easily see and learn. One strategy many teachers use to create a word-rich environment is the word wall. According to Brabham & Villaume (2001), word wall serve many purposes. Teachers can use them to facilitate word analysis; provide models of commonly misspelled words; or to build vocabulary for a unit of study.

Word walls can take many different forms and uses depending on individual classrooms. It is up to the teacher's discretion what the word wall consists of in his/her classroom. For example, a kindergarten classroom may begin with an ABC word wall showing the students' names, then add on more words under each letter of the alphabet (Brabham & Villaum, 2001).

In a middle school science classroom the word wall would likely be content specific, focusing on science vocabulary words. Many word walls include high frequency words. These are words that appear repeatedly (high frequency) and make up 65 percent of the running words children will read in an elementary level text through the fourth-grade level (Huebner & Bush as cited in Brabham & Villaum, 2001).

According to Olson (2003), word wall has many goals. First, support the teaching of important general principles about words and how they work. Second, foster reading and writing. Third, provide reference support for children during their reading and writing. Fourth, promote independence on the part of young students as they work with words in writing and reading. Fifth, provide a visual map to help children remember connections between words and the characteristics that will help them form categories. And sixth, develop a growing core of words that become part of a reading and writing vocabulary.

Cronsberry (2004:2) states that Each year students must learn and use thousands of new words in their various subject discipline studies. They are required to perform complex tasks using new vocabulary. The use of a word wall in a classroom can be a highly effective teaching strategy to improve literacy skills. Word wall activities encourage active student participation. Gestures, such as pointing to key words during a lesson, offer visual reinforcement which can be very helpful for students. Word wall activities engage students while they learn key vocabulary, whether it be learning to explain a word, to compare it to other key concepts, or to spell it. A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.

There are the purpose of word walls for the students. First, provide an approach to meaningful teaching of vocabulary with an emphasis on student engagement and higher level thinking skills. Second, build vocabulary, thereby improving reading comprehension and writing style. Third, reinforce understanding of subject-specific terminology with a focus on students internalizing key concepts. Forth, help students improve spelling and awareness of spelling patterns. Fifth, provide visual cues for students. And sixth, encourage increased student independence when reading and writing.

In teaching vocabulary by using word wall media (Jerry, 2010: 5) consist some activities. First, make words accessible by putting them where every students can see them. They should be written in large black letters using a variety of background colors to distinguish easily confused words. Second, teachers should be selective about the words that

go on the word wall. Try to include words that children use most commonly in their writing. Word should be added gradually- a guideline is five words per week. Third, use the word wall daily to practice words incorporating a variety of activities such as: chanting, snapping, cheering, clapping, tracing, word guessing game as well as writing them. And fourth, provide enough practice so that words are read and spelled automatically and make sure that word wall are always spelled correctly in the children's daily writing.

Research Method

The design of this research is Experimental research especially quasi- experimental research. According to Ary: "Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but different in that subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and consider these factors in the interpretation. Although true experiments are preferred, quasi- experimental designs are considered worthwhile because they permit researchers to reach reasonable conclusions even though full control is not possible." (Ary, 2010: 316).

This research used quasi experimental design which consisted of two groups, experimental and control group. Creswell (2009: 160) states that in quasi- experiments, the experimental group and the control group are selected without random assignment. Both groups are given pretest and posttest but, only the experimental group is given the treatment. The treatment in this research is teaching vocabulary by using word wall media. The researcher stucked word wall media about kinds of occupations on the wall of classroom of experimental group. There were any 20 vocabulary kind of occupations on the word wall media. To know the differences in the teaching and learning activities in experimental and control group are presented in the table below:

Table 3. Teaching and learning activities in experimental and control group.

No.	Teaching vocabulary by using word wall media (Experimental Group)	Teaching vocabulary without using word wall media (Control Group)
1.	The researcher explained the definition of occupations by using word wall.	The researcher explained the definition of occupations.
2.	The researcher helped students to understand about the occupations (five words per meeting) on word wall media.	The researcher helped students to understand about the occupations (five words per meeting).
3.	The researcher gave review questions about the vocabulary based on word wall media which they have learned in the meeting.	The researcher gave review questions about the vocabulary which they have learned in the meeting.

Determining population and sample of a study is very important. Population is total member of research respondent while sample is part of population which is investigated (Arikunto, 2006: 130- 131). The population of this study was all students of SDN Bareng III while the sample was fifth grade students. English is learn from first until sixth grade students at SDN Bareng III. The fifth grade students were chosen as sample of this research by teacher's recommendation. There are two classes of fifth graders at SDN Bareng, III V- A and V- B, in which each of the class consists of 23 students. The researcher gave the pretest

to V- A and V- B classes. The pretest was given before the treatment to the experimental and control groups, to know how far is students' vocabulary mastery before the treatment and also to know the homogeneity of the groups. The result of homogeneity test is as follow:

Table 4. Test of Homogeneity of Variance

Levene Statistic	df1	df2	Sig.
.179	1	44	.675

The table shows that the Sig. value of homogeneity test is 0.675 which is higher than the alpha value 0.05. It means that both of the classes are homogeneous and can be used as the subject of the research. There are two types of variable in this research, independent variable and dependent variable. Independent variable is variable that the experimenter expects to influence the other. Dependent variable is the variable upon which the independent variable is acting (Nunan, 1992:25). The independent variable of this research is teaching vocabulary by using word wall media, and the dependent variable of this research is the students' vocabulary mastery.

Research instrument will help the researcher in conducting the study especially in data collection. It makes the researcher's work become easier and helps her to get better, complete and systematic result in order to make the data easy to process (Arikunto, 2006: 101). The researcher used test as the instrument to collect the data in the form of students' score. Test is a series of questions which can be used to measure the ability of a person/ a group (Ary *et al*, 2010:201). Specifically, the test used was vocabulary test in the form of multiple choice items. It was used to measure student's vocabulary mastery.

Pretest and posttest were kinds of test used in this research. The questions in pretest and posttest were different. The pretest was given before the treatment to the experimental and control groups, to know how far is students' vocabulary mastery before the treatment and also to know the homogeneity of the groups. In the end of treatment, the researcher gave posttest to both of the groups. The purpose of giving posttest is to know the students vocabulary mastery after the treatment. The researcher, then, compared the result of posttest between experimental and control groups.

Before the instrument is used to collect data for the research, the researcher should assure that instrument is valid and reliable. The validity and reliability of instrument is important because it could influence the data and the result of the research. It is in line with Ary, *et al* (2010: 225) who states that validity is the most important consideration in developing and evaluating measuring instruments. The validities applied in this research are construct validity, content validity and criterion related validity. The reliability test was applied in preparing the instrument of this research by using SPSS 16.0 program for windows.

Research Finding And Discussion

The objective of this research is to know whether there is any difference in vocabulary mastery between students taught by using word wall media and not taught by using word wall media. The researcher conducted the analysis to test the null hypothesis (H_0) whether it is rejected or cannot be rejected. The null hypothesis (H_0) is there is no significant difference in vocabulary mastery between students taught by using word wall media and not taught by using word wall media, while the alternative hypothesis (H_a) is there is significant difference in vocabulary mastery between students taught by using word wall media and not taught by using word wall media.

The researcher gave posttest to experimental group and control group in the end of meeting. The purpose of posttest is to know the students vocabulary mastery after the

treatment. The researcher, then, compared the result of posttest between experimental and control groups. Before the researcher decided which statistical test to use, the researcher did the normality and homogeneity test.

After knowing the posttest score of experimental and control group, the researcher conducted the normality test in posttest score by using SPSS 16.0 program for windows. If the Sig. value is above the alpha value, in which $\alpha = 0.05$, the groups have normal distribution. In the contrary, if the Sig. value is below the alpha value, the groups do not have normal distribution. The result of the normality test is as follow:

Table 5. Tests of Normality

Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest Experimental Group	.175	23	.067	.906	23	.034
Control Group	.121	23	.200*	.978	23	.873

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Referring to table above in Kolmogorov- Smirnov table the Sig. value in experimental group is 0.067 which is above alpha 0.05. it means that the data in experimental group is normally distributed, while Sig. value in control group is 0.200 which is above alpha 0.05. it means that the data in control group is also normally distributed.

After finding out the normality of the data, the researcher found out the homogeneity of the data in experimental and control group. If the result of the homogeneity test of variance is more than alpha 0.05, it means that both of groups were equal. The result of the homogeneity test is asfollow:

Table 6. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
4.948	1	44	.031

The table above shows that the Sig. value is 0.031. The Sig. value is lower than alpha 0.05. It means that the experimental and control group are not equal. Based on the result of normality test both of the groups have normal distributions, while in the result of homogeneity test reveals that the data in both of the groups are not homogeneous. Considering the result of normality and homogeneity tests, the researcher used Independent Sample T- test to test the hypothesis. The result of Independent Sample T-test is as follow:

Table 7. Descriptive Statistics of posttest

	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental Group	23	86.57	10.067	2.099
	Control Group	23	69.22	17.170	3.580

Based on table above the mean of experimental group is 86.57 (N= 23) with the standard deviation 10.067 while the mean of control group is 69.22 (N=23) with standard deviation 17.170.

Table 7. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	4.948	.031	4.180	44	.000	17.348	4.150	8.984	25.712
	Equal variances not assumed			4.180	35.50	.000	17.348	4.150	8.927	25.769

Based on table Independent Samples Test equal variances not assumed, the result shows that Sig. (2- tailed) is 0.000. The result of Sig. (2- tailed) 0.000 is lower than alpha value 0.05. It can be concluded that the null hypothesis (H_0) is rejected, which means there is significant difference in vocabulary mastery between students taught by using word wall media and not taught by using word wall media. Overall it can be concluded that teaching vocabulary by using word wall on vocabulary mastery of elementary students is effective.

After analyzing the data, the researcher discussed the result of data analysis by relating the findings with the theories used in this research. In teaching vocabulary by using word wall the researcher did some activities as proposed by Jerry (2010: 5). They are: made word accessible by printing the words in large papers and putting them on the wall of classroom, selected the words that go on the wall related to kinds of occupation, gave or taught five words per meeting, used the words daily to practice words incorporating an activity such as word guessing game and provided enough practice for the students.

The result of this research based on the statistical analysis by using Independent sample T- test shows that there is significant difference in vocabulary mastery between students taught by using word wall media and not taught by using word wall media. It was taken from the result of the data previously which shows. Sig. (2-tailed) is 0.000 lower than alpha value 0.05. It means that the null hypothesis (H_0) is rejected and alternative hypothesis

(Ha) is accepted. Additionally, the descriptive statistics of posttest also informs that the mean of experimental group, which is taught by using word wall media, is higher 17.35 points than the mean of control group, which is not taught by using word wall media. So, the researcher concluded that teaching vocabulary by using word wall on vocabulary mastery of elementary students is effective.

Many advantages of teaching vocabulary by using word wall media that the researcher found in this research. Word wall is very simple to made and cheap. It does not need a long time to be given. Since the word wall media display the words with the visual object based on the kind of occupation, it makes the students more impressed and interested to learn English so, they easy to remember the vocabulary and enrich their vocabularies. As stand by Cunningham (2000); Ganz, (2008); Harmon, Wood, Hedrick, et al. (2009), it was known that word wall media are excellent tools for creating an atmosphere that is conducive to learning, and the visual reminders. The words are printed in a large front, the students easy visible from their seating area, so that word wall media provide an opportunity for student interaction since it located on the wall of a classroom for students to easily see and learn.

Conclusion

Referring to the result of data analysis on the previous chapter, the answer of problem of the study is there is difference in vocabulary mastery between students taught by using word wall media and not taught by using word wall media. The result of Sig. (2-tailed) 0.000 is lower than alpha value 0.05. It can be conclude the null hypothesis (H_0) is rejected, which means the alternative hypothesis (H_a) is accepted. In final conclusion, there is significant difference in vocabulary mastery between students taught by using word wall media and not taught by using word wall media. The mean is of experimental group is 86.57 while the mean of control group is 69.22 with the mean difference of both groups is 17.35. The researcher concluded that teaching vocabulary by using word wall on vocabulary mastery of fifth grade students at SDN Bareng III is effective to teaching vocabulary to all levels in SDN Bareng III. For English teacher can use word wall media to teach vocabulary for elementary students. This media is the alternative media for teaching learning in the classroom. Thus, through this media the students are motivated in studying English and enriching their vocabulary. For the future researchers may take this research as previous study and guidance to conduct similar research.

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