The Implementation of Wall Chart Media to Improve Students' Vocabulary Mastery in EFL Classroom

Zahratul Maujudatul Mufidah[1], Kholifatul Khofifah[2]
[1,2]UIN Kiai Haji Achmad Siddiq
Email: zorazahraaa@gmail.com [1], kholifatulkhofifah29@gmail.com[2]

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Abstract

This study aims to improve the students' vocabulary mastery using wall chart as a media. It was Classroom action research with two cycles. The procedures of each cycle were planning, acting, observing, and reflecting. The participants of this study consisted of one English teacher and 28 students of MTS Wahid Hasyim Balung, a totaling 29 participants. The data were collected quantitatively and qualitatively, namely observation classroom, interview, and vocabulary test. The findings showed that the students could improve their vocabulary mastery after using wall chart as the media in learning process. It can be seen that in cycle 1 the mean score of students was 72 and in cycle 2 was 79. The teacher also helps the students to correct the spelling and the pronunciation. The research result also showed that the wall chart was a good media for learning English vocabulary.

INTRODUCTION

English is an international language, most country used English as their language to communicate each other. As an international language, Jereme in Rita (2020) state "English Teaching English is taught all over the world, English as the second or as foreign language". One of the country is in Indonesia. Teaching English is taught in order to improve students' knowledge, students' skills are also insights that received by students. The language can improve the quality of the students themselves. In Indonesia English is a foreign language, and its being important language to learn.

For this reason teaching English should be presented in an interesting quality and appropriate to the development level of students. One of materials presented is vocabulary material. Because vocabulary is an important part of learning English, of course to communicate smoothly. That's why the teachers should make lesson at school using interesting ways. Vocabulary is the key to mastering language skills. One of the key aspects for students and teachers to master it plays an important role in helping students acquire these skills. Vocabulary is very important knowledge in English class. Teachers must be smart and clever to increase the vocabulary of their students, because if the vocabulary of the students is not sufficient, there will be no proper and clear communication between the teacher and students. Students' who have more enough vocabulary can speak, write, and listen well (Misbahudin, 2011).

Furthermore vocabulary is also the set of words used to express the idea of having Good understanding of information and communication. In another definition vocabulary is a set of words that form a skeleton. Mc. Carthy in Via Destika (2020) state "no matter how well the student learns grammar, no matter how successfully the sounds L2 just cannot happen in any meaningful way. So, knowledge of vocabulary is basic and very important controlled by someone to communicate. The more vocabulary have someone, the more likely that person is skilled in talk and communicate. In addition, communication also established with well and the message conveyed can be well received. Therefore, vocabulary must be owned by everyone to communicate in order facilitate the process of sending and receiving information.

In teaching, a teacher must use a tool, so the students do not feel bored and feel helped by the media. In this study, media is one of them. Tools to help teachers and students conduct lessons understand the teacher's explanation. By teaching English vocabulary itself, the media is helpful to students because they are able to understand more what the teacher is teaching.

There are many reasons why the teaching vocabulary is difficult. It can be from students and teacher. The teacher often find difficulty to control the

classroom, so the teaching and learning process is not effective. Lack of students' motivation in learning process is an obstacles for teacher to deliver the material. Limiting the use of media is also a barrier to teach vocabulary. That's why the teacher should creative and smart to motivate students to learn English. Some factors that make learning vocabulary difficult for teachers are laziness, students' lack of motivation to learn, poor vocabulary, lack of confidence when learning English, and also lack of understanding make the students think that vocabulary is not important to learn.

Given the important of learning English as an international language, teacher must have learning media in order to learn effectively and efficiently according to the intended purpose. In the learning process the benefits of teaching media in the student learning process, namely teaching will attract more students' attention so that it can motivate learning and students can do more learning activities because not only listening to the teacher's description but also other activities such as observing, doing, demonstrating, playing and others. Because the media can help teacher in transferring the learning concept. Otherways, the media can use as a substitute teacher . According to this, media can be divided into three elements. audio, visual, and audiovisual.

Wall chart is one of the effective media for students, because this media can make easier for students to remember and understand many vocabulary words. As the name implies, a wall chart is a chart or picture that can be pasted on a wall, usually in the form of a schematic, chart, or picture. Kang (2015) refers a chart to large sheet of paper or card with a text, picture, or diagram that the teachers can hold up for the class to see or display on the wall or blackboard used for extended presentation or practice. Another definition state by Haycraft (1978) that wall chart is a large picture used for introducing new vocabulary placed next to the blackboard or on the board itself. That are used for the structure practice and drill, as well as a dialogue elaboration (in a social situation) and discussion (Bowen, 1994).

Furthermore, wall chart is one of media effectively used to increase the students' vocabulary that one of an effective way to help students achieve fluency is through the use of word walls and word wall activities. For this reason, students can easily memorize vocabulary used wall chart as supporting media to stimulate students' interest in learning. And Huebner and Bush in Yesi Ana state that the main purpose of word wall chart is to help build visual word recognition.

Moreover, wall chart is a simple media. It can challenge students to make sentences using these words. Wall chart media easily causes students remember this, because the principles of this media is sticking to the wall. Teacher can add more words every two days or once week. So that students can get more weekly

vocabulary. The purpose of wall chart is to support them. First it teaches important general principle about language and how it works. The second is encourage reading and writing skills. Beside that also to memorize the vocabulary so the students do not lack vocabulary in teaching English.

In addition, wall chart have some advantages in learning process (McCarthy): (1) the wall chart is media that easpy and cheap to make update; (2) it helps the speaker proceed through the material; (3) it is good for interaction with audience; and (4) it can convey meaningful information

However, there some challenges associated using wall chart as a media in teaching English such as; this media is usually hung on a wall or blackboard, so the large shape of this media is difficult to store and not easy to carry; wall chart media is not only difficult to store and carry, it is also expensive. There are usually many interesting images and patches because this media requires creativity and keep students interesting.

It is important to be aware of these media challenges when designing media to implement in students. So, that the media is interesting and meaningful in teaching English. Consistent with the purpose of this study to improve the students' vocabulary through wall chart.

Based on the result survey from the researcher at MTS Wahid Hasyim Balung, the researcher found that the most of students in class VII a have lack on their vocabulary during this period. The classroom was not completed with a projector and the vocabulary is acquired only from textbooks. And the teacher teach the learning process without their supporting elements such as media. Thus, the learning process without media interferes with memorizing vocabulary. In addition, Muhammad Hafifi S.Pd, an English teacher at MTS Wahid Hasyim Balung said that the learning process is rarely used the medium in English teaching. Teacher often teach students using a textbook. The teacher also said that wall chart media was never used in the process of teaching and learning.

Regarding to the wall chart media, some studies have proven that wall chart media could improve students' vocabulary mastery. Yesi Ana Mariati (2018) proved that wall chart as a media effectively and successfully to increase students' vocabulary. Through this media, the students students feel easy to master vocabulary than they learning with textbook.

The use of wall chart Sarah Mar'atul Azizah (2016) through this media, the use wall chart was able to improve the students' vocabulary mastery and make easy students to understand new vocabulary. Another study, from Nova Fitria, Samsul Ali, and Rafsanjani (2020) The study was aimed to find out the difference between the Eight grade students who are though vocabulary using wall chart and without

wall chart, and the result is that wall chart can improve the students' vocabulary who are though vocabulary using wall chart.

Thus, it was important to conduct a study on the use of wall chart to improve students' vocabulary mastery in MTS Wahid Hasyim Balung. The subject of this research was seventh grade of MTS Wahid Hasyim Balung. It was a Classroom Action Research.

METHODS

In this study, the researcher used Classroom Action Research (CAR) as a research design. Classroom Action Research (CAR) is a kind of research that was conducted by researcher which focus on solving problems faced in the classroom (Burns, 2010). This research used the CAR model design created by Kemmis and Mc Taggart (1988). The main concept of action research according Kemmis and McTaggart consist four components that implemented in cycles. Each cycle involves four steps. They are planning, acting, observing, and reflecting shown in Figure 1.
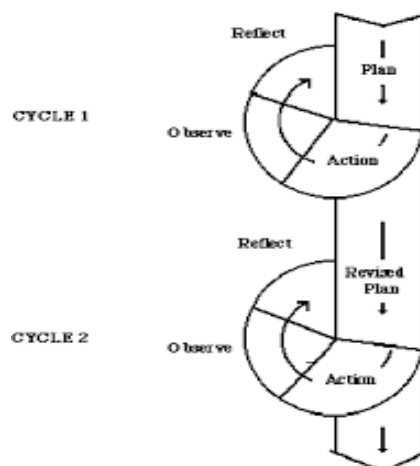

Figure 1. steps of an action research designed by Kemmis and McTaggart

Referring to the picture, the first stage involved teaching and learning planning. Before do the research, the research should made a plan and prepare to do the action. There are several material that have to prepare as a lesson plan, the theme, test, and the observation sheet.

The second step was acting, in this stage the researcher began to implementing the wall chart in teaching activity. The teaching strategies used by the teacher is students centered. The researcher attempted to measure the improvement of students in vocabulary acquisition. The researcher also gave students tips on how to improve vocabulary acquisition by setting challenges, evaluate the mistakes, and also the summarizing content.

The third stage was observing, in this stage, the researcher observed the entire study activity. The students response, students attitude, and situation, these are items that researcher have observed. Every behavior shown by students exhibited in explaining, completing tasks, and discussing was important information for identifying the students' difficulties.

The last step was reflecting, in this stage the researcher analyze and draw the conclusions from the teaching and learning process, the learning result, and the performance of distributed tools. If the procedure of the research fails, researcher have to prepare another procedure to achieve their research goals.

The data were collected through observation sheet, vocabulary test, and interviews. The observation sheet was applied to evaluate the process of teaching and learning activities. The vocabulary test was implemented before and after implementing the wall chart media to measure the student ability after teaching vocabulary using wall chart as a media. From the result of the post-test, the researcher found the mean score of the test. And the first interviews was conducted with English teacher to find out the problems that arise in the process of teaching and learning process in the classroom. And the second interviewed with students to find out the students' feeling and their opinion about the implementation of the research.

All data collected were analyzed using qualitative and quantitative approach. As the last step, a qualitative conclusion was made based on the observation result. And the quantitative data collected was analyzed to calculate mean value and use the formula that can be seen below.

$$S\% = \frac{\sum n1}{\sum N} \times 100\%$$

S%   = Percentage of succsess
$\sum n1$ = number of students who pass the test
N   = Total of the students

The students' scores were computed to have the mean score. The formula is applied (Sugiono, 2015).

$$X = \frac{\sum x \, n}{n}$$

X   : mean
$\sum$xn   : personal score
N   : number of students

For the data validity, this study used content validity. Brown state that if the sample or the test of subject matter about which conclusions are to be drawn, and if requires the test taker to perform the behavior that is being measured, it could

claim content-related evidence of validity often popularly referred to as conten validity. Before conducting in this research, the validity of the test was checked. The researcher compared the contents of the subject instruments based on the English curriculum and syllabus. After that, all the items were compared, the researcher could do treatment. For making the validity of the test, the researcher used expert judgments, namely Mr. Muhammad Hafifi S.Pd as English teacher at MTS Wahid Hasyim Balung.

RESULTS AND DISCUSSION

The research was conducted in two cycles. This research find out that implementation of wall chart could improve students' vocabulary mastery. In addition, this media also made students more interesting in learning process, more active, and attentive to the teacher's explanation.

Pre-Cycle (Before The Action)

Before implementing the action, the researcher carried out the pre-cycle stage. The pre cycle stage is pre-test and interviews. The interviews activity aimed to identify the students' problem during teaching and learning process. The researcher conducted interviews with English teacher and the student of MTS Wahid Hasyim Balung.

The result of the interview showed that students have lack vocabulary in learning English. It was due to several reasons. The English teacher explain that the problem faced by the students such as lack of motivation, less focuses, memorizing and also the media used in learning process is inadequate, while the students' enthusiasm depends on the media used by the English teacher. Usually students are required to memorize if the students are late for class. Besides that the English teacher said that some students also take an additional language course, especially in English. So it can help the students them self to improve their language skill.

From the data result, the researcher presented the data of students' pre-test score into a diagram to make it clear and more understandable:
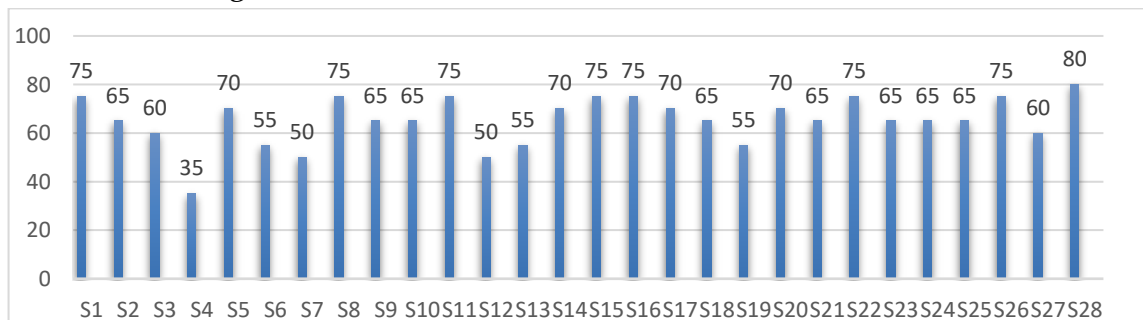

Diagram 1. Students' Pre-Test Score

From the diagram 1, it can be seen that the students mostly got the score of 70, while some students got 55 in average. The lowest score for the students was 35 which is very low. Hence, students face some difficulties for their vocabulary mastery.

First cycle

This research was conducted on 25th October 2023. The researcher conducted a written test to determine the level of students' vocabulary knowledge. The format of the test in this cycle consist of essay test and multiple choice. In the first cycle, the researcher conducted 2 test. The first pre-test was given to students before implementing the wall chart media and the second post-test was given to the students after implementing wall chart media in cycle 1. The result of the pre-test and post-test can be seen in the table below:

Table 2. Statistical summary of pre-test and post-test in cycle 1

	Pre-test score cycle 1	Post-test score cycle 1
Mean score	65	72
Percentage	29%	57%

From table 2, it can said that the mean score of students' pre-test was 65 with the percentage of 29%. Meanwhile, the post-test score indicates an increase upto 72 with 57%. It can be considered good by looking at the following table:

Table 3. Criteria for Percentage of Vocabulary Test

Score	Skill Criteria	Criteria
80-100	Very good	The students showed the complete of their understanding of all the topic that have been given. They are fully capable of explain their own reasons.
60-79	Good	The students showed the sufficient understanding of all the given topics. They are quite capable of explaining their own reason.
40-59	Enough	The students showed the understanding of the majority of the topics. In some cases the students can explain their reason.
0-39	Poor	The students failed to show their understanding in the majority of the topics.

Based on the statistical summary above, the average score obtained in the post test in cycle 1 showed that the result of the test has not reached the success criteria. Then, the researcher calculated the percentage of students who passed the exam. But the percentage of students is still below the minimum score, namely 57%. So it can be concluded that cycle 1 was still not successful.

Second cycle

In this cycle, the researcher made new step and new activity to improve the students' behavior in class. From the beginning of lass. The students' showed that they readiness to started the class. In this cycle the students also work in grup. The collaborated with group brought positive changes to the students. They were enthusiasm and more active during learning process.

In addition, the students improve their vocabulary mastery. As shown in the test result. The average score in cycle 2 was 79. This score achieved the passing grade as determined by the school. The media wall chart helped them to easy memorize faster. During the teaching and learning process, the students more active in asked and answered the question, they don't fell bored and fell enjoy until finish.

In this classroom action research, the wall chart as the media used to improve the students' vocabulary mastery. In the first cycle, the researcher showed the wall chart and explain the material, then the students also share their ideas by attaching the pictures in the wall chart that hang on the whiteboard. In the second cycle, the researcher showed and explained the wall chart a second time to the students. But the researcher did not explaining anything, the purpose of this to get students to observe what is in front of students and understand the meaning of the vocabulary in the wall chart. After that, the researcher randomly showed the wall chart to the students a second time and asked students to mention what vocabulary is showed them. The researcher provided examples correct pronunciation of the vocabulary to the students.

Through the cycles, the students acquired a better command of vocabulary. They were able to answer the instructions well without asking the teacher for a translation. After implementing wall chart media in cycle 1 and cycle 2 there was a significant score indicating that cycle 2 was success. The comparison between cycle 1 and cycle 2 can be shown in the table below:

Table 4. The Score Comparison between Cycle 1 and Cycle 2

Meeting	Students' who got score higher than 75	Mean score	percentage
Pre-test	8	65	29%
Cycle 1	16	72	57%
Cycle 2	22	79	78%

From the table 4, it can be seen that the mean score of cycle 1 was 72 and cycle 2 was 79. It means that the score of cycle 2 was higher than score of cycle 1. The percentage of students who got score above in cycle 1 was 57% and in cycle 2 was 78%. It shows that students who mastering vocabulary increased up to 21%. There are 16 students' in cycle 1 and 22 students' in cycle 2 who got score based on KKM or more. So the researcher concluded that wall chart as a media was appropriate to improve the students' vocabulary mastery. Therefore, researcher and English teacher decide to stop the CAR. Researcher did not need revise plane or move to the next cycle.

Based on the result of this research, proved what has been stated by Sarah Mar'atun (2016) that the use of wall chart to improve students' vocabulary mastery has a positive change and improvement on the students' vocabulary mastery. In this research, the researcher found that the mean score of pre-test was 65 and the mean score of post-test cycle 1 was 72 and the mean score of post-test in cycle 2 was 79. It means that students' vocabulary mastery had been increased after getting the treatment.

The use of wall chart as a media in learning and teaching English can improve the students' vocabulary, students showed their motivation during learning and teaching process, they look enjoy and happy. The English teacher also said that the class can be controlled easily. This findings were supported by another research conducted by Nora Fitria, Samsul Ali, and Rafsanjani(2020). They find out the significant difference between the eight grade students who are taught vocabulary by using wall chart and without using wall chart. They found that the use wall chart in instruction material can improve the students' vocabulary mastery. There was a significant difference between the two group who taught by using wall chart and group without wall chart.

Another finding of this research was Purwitasari (2022) found on her research that using wall chart media is effective can develop the students more interest and active in learning English. By using wall chart media in learning process, it can improve the students' motivation in learning. (Nafissa Tracy, 2019) the learning media will attract the students' attention so that it can foster the learning motivation. The same statement from pinter (2014) who state that young

learners have a great curiosity to try new things and to explore concrete to abstract things. Thus based on the result and the theory, that is clear that the wall chart as the media in learning and teaching English is able to improve the students' vocabulary.

CONCLUSION

Based on data analysis, the researcher concluded that using wall chart media could improve the students' vocabulary mastery. In cycle 1 and cycle 2 there was improvement as indicated by the result of the post-test given by the researcher. . The mean score of pre-test is 69 before the researcher implemented the wall chart media. After the researcher implemented the wall chart media to the students, the mean score of post-test in cycle 1 is 72. From the result of pre-test and post-test in cycle 1, it was show that there was improvement but still below the criteria of success. Then, the researcher continue to the next cycle and the result of the cycle 2 the mean score of post-test in cycle 2 is 79. It means there is increased score between pre-test and post-test. From the mean score it can conclude that wall chart as a media was effective to improve the students' vocabulary mastery. From the mean score it can conclude that wall chart as a media was effective to improve the students' vocabulary mastery. Besides, the wall chart media increase the participation of students and their memorizing ability. In other words, the wall chart media was considered to be interesting and fun in order to attract the students' attention at seven grade of MTS Wahid Hasyim Balung.

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