



**THE EFFECTIVENESS OF WORD WALL STRATEGY
TO IMPROVE STUDENTS VOCABULARY
TO THE 7TH GRADERS OF SMP NEGERI 1 JEPARA**

Final Project

Submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English

by:

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I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other researchers' opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

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RATIFICATION

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DEDICATION

This Final Project is particularly dedicated to:

1. To myself. Last but not least, I wanna thank me, I wanna thank me for believing in me. Thank you for holding on until now. Let's do it again, shall we?
2. To my beloved parents. Edy Sutrisno and Sri Kustiani. Also to my brother, Aldy Kurniawan.
3. To my best friends, Candra, swag squad (Bocil, Cilok, Sukma, Bersy, Alay, Kirana, Fuzaki, and Upit) also my best friend Gendatz who has support me in finishing graduating paper.
4. To my college friends, awokwkwk group (Fiki, Ria and Bento) and Putridyah who has support and always give me an important information.

MOTTO

"If you're brave enough to say goodbye, life will reward you with a new hello."

-Paulo Coelho-

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First and foremost, the writer would like to express her deepest gratitude to Allah SWT for the blessings, health, and inspiration that allowed the researcher to finish this final project, entitled “The Effectiveness of Word Wall Strategy to Improve Students Vocabulary to the 7th Graders of SMP Negeri 1 Jepara”.

To finish this final project, the writer received helpful feedback, direction, suggestions, and help from a great number of people. The writer would like to take this opportunity to thank everyone, most especially;

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7. All the teachers of SMP Negeri 1 Jepara who had given support and information to the writer;

The writer hopes that the findings from this study would help improve vocabulary ability among students and the teaching of English. It is intended that by reading this study, readers would know more about how word wall is used to improve vocabulary. This study may serve as a reference for the next writers.

Semarang, October 26th 2022



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ABSTRACT

Kurnia Sari, Dewi. 2022. The Effectiveness of Word Wall Strategy to Improve Students Vocabulary to the 7th Graders of SMP Negeri 1 Jepara. Final Project, English Education Study Program, Faculty of Language and Arts Education, Universitas PGRI Semarang.

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Vocabulary is important for language knowledge. This study is to find out whether any significant difference between vocabulary ability of the students who are taught with word wall strategy and without word wall strategy to the 7th graders of SMP Negeri 1 Jepara. Quasi-experimental research was used in this study method. In this study, the writer collects the data by using the tests. The writer uses the statistical calculation with SPSS in data analyzed. The sample of this research is two classes from seventh grade. One class for the experimental class and one class for the control class. Each class has 32 students. As a result, it can be witnessed from the mean of pre-test and pos-test. In pre-test result experimental class is 68, while control class is 65. After being given treatment, experimental class is 84, while control class is 65. Moreover, the hypothesis result showed that H_a is accepted. Because T-value was higher than the table's critical value ($5.996 > 1.998$), it indicates that there was a significant difference in the students' vocabulary ability using word wall strategy and without using word wall strategy.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and definition of key terms.

A. Background of the Study

In using listening, reading, speaking and writing skills, vocabulary is very important to build phrases, clauses, sentences and paragraphs. Vocabulary is an important part of language proficiency as it provides a large part of how well learners speak, listen, read, and write (Richards & Renadya, 2002). Vocabulary is knowledge requires not only the meaning of the word, but also the natural way of using the word in the appropriate context, but also the relationship between the newly acquired word and the already learned word (Ferreira, 2007). By having good vocabulary, students can accept and understand lessons from teacher easily.

Especially reading, the ability to read is important to a student's success in all subjects. Reading skill becomes more important in high school and university because students are more active in getting textual material. As a result, reading comprehension is a key to future success. People who understand English are able to communicate in English and read a variety of English texts. As a result, being able to read English text

will provide us with lots of benefits in our daily life. There is a strong connection between reading comprehension and vocabulary. Vocabulary knowledge is important for reading comprehension and determining how effectively students understand the texts.

There are many problems commonly found in students at junior high school, to get their lesson about vocabulary is still very lack. They also do not understand the meaning of the vocabulary they just learned. It is showed that the students do not know the meaning question when they do the test. When the writer did an internship at SMP Negeri 1 Jepara, the writer mused that there were several problems about students' vocabulary. As we all know in this day, junior high school students must learn and comprehend the reading text of their English class, and the key to understanding it is a large vocabulary. Even when the teacher talks or explains the material using English, the students become more passive and do not completely understand about the meaning because it sounds new for students and they only sit and listen their teacher. The teacher must explain the material using Indonesian and English, it makes the students bored and not interest with English. This is certainly a problem that must be solved considering that the vocabulary is the foundation of a language.

According to McCarten (2007), it is important for students who are in high school to identify the 2,000 to 5,000 words of the most frequent vocabulary items and to give them priority in teaching. At least they have to master that much vocabulary. If students do not master the vocabulary it

will be difficult for themselves. They will not be able to interact and communicate with friends or teachers using English.

Most of the students have low interest in English. Students are frequently upset by their ability to comprehend more than they can produce, but describing the difference between active and passive knowledge as a typical element of learning (McCarten, 2007). Based on the English teacher of SMP Negeri 1 Jepara, many students do not have a lot of vocabulary. Because some elementary schools in Jepara do not have English lessons. Therefore that when students enter junior high school, they do not really understand English lessons, especially vocabulary that is still new to them. Also because of the pandemic, the intensity to meet and communicate directly in English using a large vocabulary is almost one hundred percent not achieved. Because when students learn online, the teacher only assigns homework and cannot check how well the students have learned English.

The writer has analyzed that the way teacher how to teaching in school is still old. They only provide the basic material and give assignments, without explaining in detail. In teaching and learning activities, teachers must be able to make learning process more fun and interesting. It should be teachers responsible to motivate students in any condition, because they become an important role for students. Teachers must be able to make students using vocabulary correctly and know how to

pronounce. Also they need to be more creative to find the method that can make students want to improve their vocabulary.

To improve their English learning skills, teachers are required to make the method more fun such as learning by playing game. Games are fun, encourage, entertain, teach, develop fluency and communication skills and make students to learn more naturally also bring the learning process closer to the acquisition process (Wulanjani, 2016). The thing that most students like is playing. Learning through games will help students reduce stress and develop sense of humor. Students will enthusiastic if learning process is carried out in a relaxed way rather than strict competitive. The use of games in vocabulary instruction allows students to put their language skills to work in a less formal situation, and the goals of using games in vocabulary teaching include a wide range of different kinds of games and activities to their lesson, allowing students to practice formally learned language in a fun way. Therefore, to fulfil students' wishes in the learning process, teachers need to design learning with various activities. One way to learn by playing games is word wall strategy.

Based on Nuzulina (2011), in her study *The Influence of Using Word Wall Toward Students' Vocabulary Mastery At MTS Al-Furqon Dumai*, she found that the use of word wall is good. The word wall helps students in learning activities such as writing, reading, and speaking, attracts students' attention to vocabulary mastery, and makes the classroom more exciting.

According to Nasution (2020), in her study *The Influence of Using Word Wall Toward Students' Vocabulary Mastery At UPTD SMP Negeri 2 Tanjung Tiram Academic Year 2020/2021*, she found the use of word wall media in the classroom has a significant effect on students' vocabulary mastery. Students who were taught using word wall media scored higher than students who were not taught using word wall media. According to some previous theories, someone's vocabulary mastery will influence his comprehension when using English skills and increasing a student's vocabulary with learning, the writer is interested in conducting a study to improve vocabulary mastery using the word wall strategy.

A word wall is an organized collection of words displayed in the classroom (Jackson et al., 2017). Word wall also supports listening, writing, speaking and reading. But the aim of the game is to improve vocabulary. When learning with playing game, the students become not sleepy and bored because the teacher creates a fun atmosphere. There are many variations when using word wall. Some teachers use the alphabet or sentence, depending on how the teacher plays this game. With applying word wall, the writer hopes to improve students' vocabulary mastery without to see the dictionary or the meaning of the word given by the teacher.

Considering the experts' invention about word wall and the effectiveness in teaching vocabulary, and also it seems that this strategy is still rarely used by teachers in Jepara to improve vocabulary mastery. The

writer is interested in using word wall in teaching vocabulary at SMP Negeri 1 Jepara. Moreover the information from English teacher at SMP Negeri 1 Jepara, the teacher confirmed that there were still many students who still have difficulties and obstacles in mastering vocabulary.

Based on the explanation above, the writer will conduct a study entitled: **THE EFFECTIVENESS OF WORD WALL STRATEGY TO IMPROVE STUDENTS VOCABULARY TO THE 7TH GRADERS OF SMP NEGERI 1 JEPARA.**

B. Reason for Choosing the Topic

The writer is interested in carrying out this study because of several reasons to choose the title. They are follows:

1. The students lacked interest and motivation to learn English. Students commonly stuck in expanding their English because they have limited vocabulary.
2. The students do not know how to use vocabulary properly and the students lack practice in using English vocabulary.
3. Teacher still used the old method in teaching English, especially teaching vocabulary. Also the teacher delivered a lot of materials in one meeting.
4. The word wall strategy is applied to keep students engaged in vocabulary English sessions and prevent bored.

C. Statements of the Problems

Based on the background of the study above many problems appear. The problem of this study are:

1. To what extent is the vocabulary ability of the students who are taught with word wall strategy?
2. To what extent is the vocabulary ability of the students who are taught without word wall strategy?
3. Is there any significant difference between vocabulary ability of the students who are taught with word wall strategy and those who are not taught with word wall strategy?

D. Objective of the Study

This study is aimed at developing teaching strategy. In this study, the objective of the study into some parts:

1. To find out the vocabulary ability of the students who are taught with word wall strategy of the seventh grade students of SMP Negeri 1 Jepara.
2. To find out the vocabulary ability of the students who are taught without word wall strategy of the seventh grade students of SMP Negeri 1 Jepara.
3. To find out if there are any significant difference between vocabulary ability of the students who are taught with word wall strategy and those who are not taught with word wall strategy of the seventh grade students of SMP Negeri 1 Jepara.

E. Significance of the Study

If this study is successful, several benefits are expected from the study result. The writer hopes that the study using the word wall strategy in teaching vocabulary will be helpful.

1. For the Teachers

This study can give alternative strategy for teaching and learning vocabulary through using word wall strategy, improve teaching competencies, and develop teaching strategies.

2. For the Students

The writer hopes this study is useful for the students, especially students can improve vocabulary mastery also can help students to be active in learning.

3. For the Writer

This study is expected to be reference for other writer that related about vocabulary mastery.

F. Definition of Key Terms

To avoid misunderstanding in reading this research, the writer wants to clarify and explain some of the terms used in this study.

1. Vocabulary

Vocabulary is the main of English teaching because students without sufficient vocabulary can not understand or express their creativity. Especially as learners English fluency and expression in English, it is important for them to gain more their own ideas about vocabulary

knowledge and improve their own personal vocabulary learning skills (Akdogan, 2017). It means that a large vocabulary is essential to successful English language use because students will be unable to use the structures and functions of the language if they do not have a large vocabulary.

2. Improve Vocabulary

Learning English is very easy to do anywhere. Good vocabulary mastery can support the mastery of every language skill. Increasing knowledge of English vocabulary will improve reading comprehension and communicate more clearly while speaking and writing (Macedonia, 2015). There are many ways to increase vocabulary. From watching movies, reading books, listening to music and much more.

3. Word Wall Strategy

Word wall strategy should be interactive, not just a display of words, it supports study on how words work. Word wall is a simple media. By using that can challenge the students to make a sentence. Because the media is written on the wall, the students are more likely to remember it (Mariati, 2018).

4. English in Junior High School

English is not the new thing for junior high school students, but they still have many difficulties in studying English. It is important for English teachers to use a variety of teaching strategies since they are successful in addressing student difficulties and improving the

teaching-learning process. Because English has been declared as an international language, it will make it easier for us to communicate with people from other countries. As a result, it is important for students to learn and master the English language (Jaelani & Zabidi, 2020).

5. SMP Negeri 1 Jepara

SMP Negeri 1 Jepara is located at Jl. Sersan Sumirat No. 3 Jobokuto, Jepara. It is one of Junior High School in Jepara. SMP Negeri 1 Jepara is one of the first public junior high schools in Jepara Regency. Similar to junior high schools in general in Indonesia, the school education period at SMPN 1 Jepara is taken within three academic years, starting from Class VII to Class IX.

G. Outline of the Final Project

There are five chapters in this final project. The following sentences provide explanations for each chapter.

1. Chapter one presents the introduction, which consists of the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, definition of the key terms, and outlines of the study.
2. Chapter two discusses a review of related literature, previous studies, and hypotheses. The review of related literature discusses vocabulary. First, theory about vocabulary. It presents the theory about reading comprehension and vocabulary knowledge, definition of vocabulary, teaching vocabulary, kind of vocabulary and aspect of learning

vocabulary. Second, theory about the media. It presents teaching media, kind of media, the advantage teaching media, learning vocabulary with games, the definition of word wall, the advantage of using word wall, and the implementation of using word wall and hypothesis.

3. Chapter three presents the methodology of the study, which discusses design of the research, population and sample, instrument of the research, method of collecting data, and method of data analysis. In this method of data analysis, the writer discusses the scoring of vocabulary, finding the mean, calculating standard deviation, and analyzing the data using a t-test.
4. Chapter four presents the analysis of the research findings and discussion. This chapter discusses the results of the research.
5. Chapter five presents conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher shows the review of related theories, previous studies, and hypotheses.

A. Review of Related Theories

1. Reading Comprehension and Vocabulary Knowledge

Comprehension is the ability to understand and use what has been read or learned. Understanding, analyzing, and synthesizing words, phrases, and ideas are all part of reading comprehension. Because words are everywhere, increasing vocabulary and word knowledge will also improve understanding. Vocabulary knowledge in reading comprehension refers to a type of knowledge that improves text comprehension by identifying the semantic meaning of single, double, or multiple words characters, allowing for the development of necessary cognitive capacity for higher-level reading processes (Silva and Chain, 2015).

According to Dong et al. (2020), in each educational stage, vocabulary knowledge may have an independent effect on reading comprehension. Reading comprehension and vocabulary are connected. Reading is the most common way of learning vocabulary (Brown, 2004). Readers cannot understand what they are reading unless they are familiar with the meanings of the majority of the words. When the readers don't

understand a word, how it is connected or associated with other words, it is hard to comprehend. Reading vocabulary refers to the words that a student can read and understand. Students who know more vocabulary are better able to fully understand what they read. There is a strong connection between understanding the meaning of words and understanding a story, textbook or other reading materials.

2. The Definition of Vocabulary

Vocabulary is an important part of English for people who want to learn English. Vocabulary is a set of several words that become one so that they have meaning (*Vocabulary Definition & Meaning - Merriam-Webster*, n.d.). Vocabulary is a list of terms that a person knows or uses to have a wide or limited vocabulary, a list words with their meanings, especially in a book for learning a foreign language (Hornby, 2015). According to Richards and Renandya (2002), vocabulary is an important factor of language proficiency because it determines how well learners talk, listen, read, and write. Without vocabulary, learners can not use grammar and language function. Learning vocabulary should be priority before studying anything else, it is the key to language skills. Because to reach the next step, learners should master vocabulary first. The more learners master the vocabulary, the more confident in learning English, because learners feel more capable than other people.

Learning vocabulary is the foot-stone of all language learning, laying the foundation for students to learn English vocabulary and use

several English learning strategies rationally (Bai, 2018). By learning vocabulary, it makes it easier for learners to reading, writing, listening and speaking. Students' vocabulary mastery level refers to their vocabulary when reading the various texts provided. Rich vocabulary gives language learners to use the right vocabulary at the right time, allowing them to express their true own ideas, thoughts and feelings (Siriwan, 2007).

Vocabulary is very wide, if the students have to learn or memorize each vocabulary it will difficult, but that does not mean it is difficult to learn. Many methods to be able to learn vocabulary. Every word is vocabulary. Even "a" and "an" have meaning in English. Part of speech such as verbs, nouns, adjectives, and others are also vocabulary. To know the meaning of vocabulary, students usually use a dictionary. Students learn the meanings of many words and the importance of choosing the most appropriate definition for the situation by using dictionaries (Diamond & Gutlohn, 2009). Dictionaries can also help students to learn, but when looking for the desired word to be interpreted using a dictionary without a strategy is also very monotonous and makes students lazy to search again. So that at least students should learn vocabulary with fun strategies and make sentences from the words they have just learned. It makes it easier for students to memorize vocabulary.

3. Teaching Vocabulary

Teaching vocabulary is an important part in the process of learning English. One of the main goals of vocabulary lessons is to help students improve their comprehension (Hiebert & Kamil, 2005). Because if the students do not understand vocabulary or lack of vocabulary, the students will not understand what the teacher is talking about. The size of vocabulary to be learn, including the words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning idioms and fixed expressions, makes vocabulary mastery is a challenge for learners (McCarten, 2007). The most important factor in school success for English language learners (ELLs) is vocabulary knowledge (Jackson et al., 2017). So the students must master vocabulary, if not then the school fails to give knowledge.

The teacher must always be more active in order to get the students attention. If the teachers have ability to create their method or strategies based on their need, the situation, and the classroom condition, the teaching process will be more fun. Before planning to interact with students, teachers need to think from the learner's perspective. When teachers plan and begin teaching from a learner's perspective, students have no hesitation in getting information to understand things (Kumbakonam, 2017). The teacher's role in teaching vocabulary is very important, the teacher must be able to direct and support students in

learning for themselves. As facilitators, teachers should have a strong foundation for their work personal growth.

4. Kind of Vocabulary

Vocabulary about important words, useful words, and difficult words that are ordered in a sentence and expressions that are included in speaking, writing, listening, and reading materials are examples of vocabulary. There are 4 types of vocabulary (Sugiarti, 2016). There are:

a. Listening Vocabulary

The words we need to know in order to understand what we hear.

Knowing a lot of vocabulary will help people understand what they are hearing, and it will help us communicate what we are feeling and thinking verbally or in writing.

b. Speaking Vocabulary

The words we use when we speak are known as speaking vocabulary.

c. Reading Vocabulary

Reading vocabulary is a set of words that we need to know in order to fully understand what we're reading. All of the words identified when reading help compensate a person's reading vocabulary. When reading, new words are more likely to be encountered than when listening.

d. Writing Vocabulary

Writing vocabulary is the vocabulary we use when writing. A vocabulary knowledge allows the reader to create more interesting sentences and minimize duplication of the same words inside a same sentence or paragraph.

5. Aspect of Learning Vocabulary

Vocabulary is one of the English learning materials in schools which has a very important role as the basis for students to master English subject matter. Good vocabulary mastery greatly affects students' ability to communicate both verbally and in writing. English has four main parts of speech: nouns, verbs, adjectives and adverbs (*Word Classes and Phrase Classes - English Grammar Today - Cambridge Dictionary*, n.d.). They have thousands of members and often create new nouns, verbs, adjectives and adverbs.

a. Noun

Noun used to names persons, places, things, ideas, and qualities. According to the *Cambridge Dictionary*, nouns are divided into three:

1) Proper Noun

Proper nouns are names that refer to specific people, animals, or things. At the beginning, they are written with a capital letter. For example are Boy, Girl, President, Britney Spears, University College London and Sudirman Street.

2) Concrete Noun

Concrete nouns refer to physical objects that we can see or touch. It means real and concrete. It can be felt by the five senses. There are vision, hearing, touch, taste, and smell. For example are car, bike, book and chair.

3) Abstract Noun

Abstract nouns refer to things that are immaterial objects, such as thoughts, feelings, and situations. Generally, abstract nouns are composed of uncountable verbs such as love, hate, wisdom, honesty.

b. Verb

Verb is a word expressing an action, state of being, or existence (Vachula, 2008). Verbs are the most complex part of speech. Its different arrangement with the noun determines the different types of sentences - statement, question, command, and exclamation. According to *Cambridge Dictionary*, verbs are divided into some classes, they are:

1) Transitive Verb

Transitive verbs need an object so that the sentence becomes complete and has meaning. For example are:

a) I clean my bedroom every morning (The verb is clean).

b) She brings my bag every Monday (The verb is brings)

2) Intransitive Verb

Intransitive verb does not need a direct object in order for the sentence to be complete and meaningful. For example is Laura rises slowly from her seat (The verb is *rises*. The phrase *slowly from her seat*, modifies the verb, but no object receives the action.

3) Linking Verb

A linking verb connects the sentence's subject to a noun or adjective that renames or describes it. The subject complement refers to this noun or adjective. The verb to be, in all of its forms, is the most common linking verb (am, are, is, was, were, etc.). For example is Rima is in love with Dika (The verb, *is*, links the subject, *Rima*, to the subject complement, *in love with Dika* (describing Dika).

4) Helping Verb

Before action or linking verbs, helping verbs are used to express additional information about features of possibility (can, could, etc.) or time (was, did, has, etc.). For the example are:

- a) Uju is (helping verb) going (main verb) to New York
- b) The trip might (helping verb) be (main verb) dangerous.

c. Adjective

Adjectives are words that are used to describe nouns (*Word Classes and Phrase Classes - English Grammar Today - Cambridge*

Dictionary, n.d.). It is put before noun. According to Acharyya (2020), there are eight kinds of adjective, they are:

1) Proper Adjective

A proper adjective is an adjective that indicates a proper noun.

For example are Indonesian, Mexican, Turkish, and Japanese.

a) I want to eat *Indonesian* food.

b) Let's go to a *Turkish* restaurant.

2) Adjective of Quality

It indicates the quality of a noun or pronoun/equivalent. For example are old, good, great, and beautiful.

a) Laras is a *beautiful* girl in my country.

b) There are *small, medium, and large* jacket in the store.

3) Adjective of Quantity

A quantitative adjective is an object that expresses the number of something or an adjective that expresses how much/ how many things there are. They are many, much, a lot, lots of, a great many, a great deal of, few, little, etc.

a) I have *many* friends in my new school.

b) I have *a lot of* milk.

4) Numerical Adjective

Adjectives of a number indicate the number of nouns/pronoun/equivalents. For example are *four* boys, *two* girls, *several* things, etc.

5) Demonstrative Adjective

A demonstrative adjective is one that is used to describe something, such as animals or humans. For example are:

- a) *This* boy is my brother.
- b) *These* people really drive me crazy

6) Distributive Adjective

Distributive adjectives are adjectives that represent nouns we mean any kind. For example are each, every, either and neither.

- a) I have breakfast at seven *every* morning.
- b) You can't take either book.

7) Interrogative Adjective

Interrogative adjective is adjective which used as question. It used to as noun. For example are:

- a) What books do you bring for me?
- b) Whose car is that?

8) Possessive Adjective

A possessive adjective is a word that indicates possession of something. For example are:

- a) This is *my* new house.
- b) *Your* flower is beautiful.

d. Adverb

Possessive adjectives are words that explain or provide more information about a verb, adjective, adverb, or phraseive. They are

used to express possession of something (*Word Classes and Phrase Classes - English Grammar Today - Cambridge Dictionary*, n.d.).

For example are:

- 1) I live in *Cambridge*.
- 2) She *often* smiles to me.

6. Teaching Media

Media is an intermediary in learning between students, student resources, teachers and the learning environment (Hamid et al., 2020). The term refers to anything that send information from a source to a receiver. Media in learning is graphic tools, photographic, or electronic, to catch, process, and recast visual or verbal information (Jannah, 2009). The function of media is for send message or information in teaching process so can get students attention and students interest for study. In modern learning system right now, students not only act as message recipients but also as communicators or message delivers (Kalsum et al., 2020). Because communication is from two way or more. It means that learning process will happen if there are communication between message recipient and message delivers through media.

There are many media are used for teaching. Teachers should be smart to use any media. When in the classroom, the teacher is the holder of control over the activities that will be carried out while studying with the students. If the students fun while they are learning, it means that the teacher use the right method, media and not monotonous. To deliver the

material to the students, the teacher should explain only the important points. From the important points of materials, the teacher connects the material with the media used. Teachers must use media that can make the students interest so that the material is more easily accepted.

Media makes it easier for teachers to teach. Because make the situation at class more relax and without pressure. Media can make situation condusive because the students focus on the material. Media also increase variation of teaching and the quality. With using media to teach properly will make learning more effective. The use of learning media in teaching activity have pay attention to learning materials, student characteristics, and time. All of that related to each other. In using media to learning process, especially for junior high school is important to help students understand about a certain concept. Because at that age students are still thinking real and have not been able to think abstractly, for that the teacher should choose the right media according to the learning purpose.

7. Kind of Media

The benefit of learning media is to make it easier for students to understand the knowledge delivered by the teacher, so that the students become more comfortable, teachers also easy to delivered knowledge and time is more effective. According to Jennah (2009) Media is divided into several classifications. There are according to the shape of the object, learning media according to the device, the sense of the recipient, how it

works, the characteristic of the media and the group of users. First is learning media according to the shape of the object:

a. Two Dimensional

Media in the form of a flat plane only has length and width and can only be seen. two deimension have a simple shape. Two-dimensional media can only be seen in one direction and does not display audio or motion elements. For the example are pictures, photographs, sketches, maps, newspapers and magazines.

b. Three Dimensional

Threedimensional media is media that has length, width, height and volume. Threedimension can be seen from all directions. It is often used are dolls and models. a model similar to the original. For the example are object, working model, globe and diaroma.

Learning media according to the device is divided into two:

a. Hardware

Hardware is an equipment to convey the messages saved in materials to be presented to the audience. One of the characteristics of hardware media is that it can be seen and touched directly and in real form. The media are projectors, computers, tape recorders, and cameras.

b. Software

Media software is the content that is saved in the material. For example the contents of messages saved transparently on audio cassettes, video cassettes, films, slides and others.

Learning media according to the senses of the recipient:

a. Visual Media

Visual media are media that the messages only can be seen by the sense of sight but can not display sound or motion, only be enjoyed visually. Media that can only be seen and touched are pictures, photos, graphics and posters.

b. Audio Media

Audio media are media that only produces messages with sound. They are used for listening and understanding oral tests. which only displays audio is the radio and tape recorder.

c. Audio Visual Media

Audio visual media are media that can produce audible and visible messages. The media can be watched and listened. For example television and sound slides. Audio visual tools are used to make communication more effective, which are commonly used in learning, information and counseling.

There are two learning media according to how they work:

a. Projectable Media

Projectable media is media that works by using a projection system.

Media with projection is a type of media that uses a projector, for example: slide projector, overhead projector and all kinds of films.

b. Non-projectable Media

Non-projectable media are media that can be observed without using a projection system and can be directly observed. Medianon-projector is a type of media whose use is projector and has length, width, thickness and height. For example, various types of models, dioramas, globes and so on.

Learning media according to the characteristic:

a. Mobile Media

Mobile media are media can produce messages or images that can move, for example film images on video or television.

b. Silent Media

Silent media is the message obtained from the media just standing still and not moving. This medium is delivered in visual form means that it can only be seen, that's why this media can also be called silent visual media which is a type of media that have the ability to convey information visually, but cannot display sound or motion. Which includes this type of media classification, for example: pictures of film slides, images from transparent on OHP, series films, printed pages, video files, and microforms.

Learning media according to the use group:

a. Individual Media

Individual media, only can be used individually. For example: microscope, lens, camera.

b. Group Media

Group media means media can be used individually as well as in groups, for example all types of exposure media (whiteboard, flannel board, cork, magnetic), a set of OHP, slides and films.

c. Large Group Media

Large group media, the media can be used by a larger mass group, for example counseling in the field using feature films and loudspeakers and public television.

8. The Advantage of Teaching Media

There are many benefits of using media. Teaching media help the teachers easier to teach and choose media which suitable with the subject. Teachers creativity is very influential in using media. Through creativity, the teachers can create their own media although the media are simple and cheap. Teachers should use media in teaching activities (Regina Rahmi, 2014) :

- a. Media can be solved the inexperience of learners. Learners come from different backgrounds such as family life, society and socioeconomics, etc
- b. Everything outside of class can be reached by the media.

- c. The creation of media allows for direct connection between students and their environment.
- d. Some observation is produced by the media. Based on the teacher's aims, the learners' observation might be directed toward the important things.
- e. The basic, concrete, and actual concepts of education can be kept in the media.
- f. The use of media in studying increases the motivation of students.
- g. The experience is integrated through media, from the concrete to the abstract.

9. Learning Vocabulary with Games

Learning vocabulary is not easy. Learners must remember every word the vocabulary that has been learned. Sometimes learning with serious reading and remembering new vocabulary will make learners easy to get bored. Many learners get benefit by games to learn target language more easily.

Games help teachers in creating context in which the target word are relevant and meaningful, it also make learning process and retention of new words more enjoyable (Ruzmetova & Kayumova, 2020). So when learning new vocabulary, learners are more enthusiastic because learners do not feel pressured during the learning process. When games are used to support learning, the learning becomes more enjoyable and engaging. Games have an inherent that provides participants with memorable

experiences that encourage them to coming back for more (Ragatz, 2018).

10. The Definition of Word Wall

Word wall media helps students remember vocabulary. A word wall is a classroom wall that displays an orderly collection of words in large letters (Firmansyah, 2016). Learning with word wall strategy is one of the games that can be used to learn vocabulary. This model is a game that develops knowledge of English through the alphabet stucked on the whiteboard, which is very interesting and worth trying.

The purpose of using word walls is to help students improve their vocabulary. Word walls can be used in the content area classroom to help students improve academic vocabulary. Example words are shown on word walls to help students understand difficult concepts. Many teachers use word walls to help their students learn high-frequency words. Students can use the walls to sort and categorize words and phrases.

11. The Advantage of Using Word Wall

There are many benefits in teaching using a word wall strategy. Using word wall aims as a learning resource, media, and toolfun assessment for students. According to Hall and Cunningham's (1999), Students can develop a sight word vocabulary by using word walls and will help them remember the words and read literature. The benefit from using word wall strategy is the students will learn English more easily, particularly in terms of vocabulary learning, because students will use it

to find out the meaning and comprehend what the definition of the word is (Ulfa & NA, 2018). The students will remember the words since the final part is asks them to review what they have already learned. Because using word wall not only read the text but also practice, so it does not make the students bored and not monotonous when learning vocabulary using word wall strategy.

12. The Implementation of Using Word Wall

- a. The writer shares the reading text to the students
- b. The writer gives instructions to students how to play word wall
- c. The writer writes the alphabet on the whiteboard with capital
- d. The writer shares sticky notes containing one random alphabet to the students
- e. The students write one sentence according to their vocabulary
- f. The writer directs students to stick it on the whiteboard and fill in the vocabulary with the alphabet given by the writer

B. Previous Studies

The writer takes some reviews of related literature from other thesis some study have conducted study on the use of variation techniques in teaching English vocabulary. The results of the study are:

The first previous study that is used by the writer is Utari et al. (2020) with the title is *Teaching Vocabulary Using Word Wall Media*. This study is pre-experimental design with one-group pre-test and post-test design. The population of this study was all the seventh grade students of SMP Negeri

Selangit in the academic year 2018/2019. The sample of this study used the cluster random sampling. From the class VII-1 as the experimental group consisting of 28 students. for try out from class VII-2 consisted of 29 students. The difference of this study with the study of Utari's Research was pre-experimental and this study used quasi-experimental but we are using the same media both of the writers used the same media.

Second is from Mariati (2018) a graduate student of English Language Education Department in Faculty of Education and Teacher Training Ar-Raniry State Islamic University Banda Aceh. Conducted her thesis with the title *The Implementation of Word Wall Media on Improving Students' English Vocabulary At Junior High School 8 Banda Aceh*, she found a significant difference between the pre-test and post-test. According to the results of the test, no students failed the post-test. From 23 of 25 students scored higher on the post-test than on the pre-test, and 2 of 25 students scored enough on the post-test. The data post-test score revealed that the students' performance had improved. The post-test mean is greater than the pre-test mean ($72 > 34$), indicating that the students' vocabulary mastery has increased. The difference of this study with the study of Mariati is the location of the study where this study is SMP Negeri 1 Jepara. And study of Mariati was conducted in Junior High School 8 Banda Aceh.

The third previous study is from Syam (2015), with the title *The Effectiveness Of Using Word Wall In Teaching Simple Present Tense At The First Year Students Of Junior High School 1 Parigi*. Design study of this

study is quasi-experimental design. Moreover, the population of this study was first grade of Junior High School. And the first year students of High School 1 Parigi consisting of 48 students involved as sample of this research. According to the results of the test students' ability to master simple present tense can be improved by using Word Wall. Students' mastery of simple present tense was quite poor before using Word Wall. It was discovered that students' post-test scores were higher than their pre-test scores, indicating that using Word Wall in a learning activity made students more effective in teaching simple present tense. It is different to this study, this study studying about vocabulary. And study of Rahmat studying about simple present tense. The similarity is to the use of word wall strategy.

The fourth is from Fanny (2021), with the title is *The Effect Of Using Word Wall Media On Students' Writing Ability Of Descriptive Text* .Design of the study is quasi-experimental design. In their study show that there was the effect of word wall media to students' writing achievement. The result is word wall strategy can improve students' writing skills.It is different to this study, this studystudying about vocabulary. And study of Fanny studying about writing ability of descriptive text. The similarity is to the use of word wall strategy and quasi-experimental design.

The last is from Ritonga (2019) with the title is *The Effect Using Word Wall On Students' Vocabulary Mastery At Grade VII MTs N 2 Padangsidimpuan*. In her study shows that using the word wall strategy to improve students' vocabulary mastery is successful.The result of data analysis

presents that the mean score of the experimental class was 72.18, whereas the control class was 65.32, according to the Word Wall strategy. It means that the results and hypothesis testing showed that the word wall strategy worked. The difference of this study with the study of Mariati is the location of the study where this study is SMP Negeri 1 Jepara. And study of Rahmayani was conducted in MTs N 2 Padangsidimpuan. The similarity is to the use of word wall strategy

Based on the previous findings, word wall media has been shown to improve students' ability to memorize vocabulary. It is different to this study. This study uses quasi-experiment design with pre-test and post-test design. The location of this study is at SMP Negeri 1 Jepara.

C. Hypothesis

Quantitative hypotheses are predictions made by the researcher about the expected outcomes of relationships between variables (Creswell, 2014). Based on the problem statements that presented by the researcher, the research hypothesis is stated as follows:

1. Null Hypothesis (H₀)

There is no significant difference in vocabulary ability of the students who are taught with word wall strategy and those who are not taught with word wall strategy.

2. Alternative Hypothesis (Ha)

There is a significant difference in vocabulary ability of the students who are taught with word wall strategy and those who are not taught with word wall strategy.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter presents the methodology of the research, which discusses design of the research, population and sample, instrument of the research, method of collecting data, and method of data analysis. In this method of data analysis, the researcher discusses the scoring of vocabulary, finding the mean, calculating standard deviation, and analyzing the data using a t-test.

A. Design of the Research

The design of this study is quasi-experimental. Determining the non random sample group is used as the basis for determining as experiment and control groups. To test it, two target groups were chosen in which the situation is similar; both are taught about the same material (Rukminingsih et al., 2020). The writer chose a quasi-experimental design to find out the effectiveness of using word walls in teaching vocabulary.

The writer uses two classes in this study. In quasi-experimental designs, a comparison group is identified that is as similar to the treatment group as possible in terms of baseline characteristics (Kirk, 2020). The procedure is the writer giving a pre-test to both the experimental class and the control class. The writer teaches using word wall strategy in one of the classes as a treatment or experimental class, whereas the second class the writer teaches using conventional strategy as control class. According to

Campbell & Stanley(1984), the types of this study can be designed as follows:

Class	Pre-test	Treatment	Post-test
E	O ₁	X ₁	O ₂
C	O ₁	X ₂	O ₂

Where:

E = Experiment Group

C = Control Group

O₁ = Pre-test

O₂ = Post-test

X₁ = Word Wall Strategy

X₂ = Conventional Strategy

B. Population and Sample

1. Population

The population of the study defines as the whole of the subject of the study (Arikunto, 2010). The population of this study is the first grade students SMP Negeri 1 Jepara. There are nine classes that consisted of 32 students for each class. So the population is 288 students.

2. Sample

The sample is a part to be taken from the entire object being observed and is considered to represent the entire population (Check & Schutt, 2011). Sample of this study is the seventh grade students of SMP Negeri 1 Jepara in the academic year of 2020/2021 two classes. One class

is for the experimental test and another one is for control class. There are 32 students in each class.

C. Instrument

The instrument for collecting data in this study is a test. The writer chose the test as the instrument because it is a better match for collecting the data in this study. A test is a number measuring of a person's ability, knowledge, or performance in a specific domain (Brown, 2004). On this test, students are asked to fill out a pre-test of vocabulary mastery. The acts presented in this instrument include introduction and description. It is given twice: once as a pre-test and once as a post-test.

1. Pre-test

Before starting the treatment, students were given a pre-test first. The aim of pre-test is to know and the ability of the students before the learning teaching process is done using word wall strategy. Both the experimental and control classes got a pre-test on vocabulary before the treatment.

2. Treatment

After doing pre-test, the students got the treatment. For the experimental class, the writer used treatment. While the control class, the writer did not give the treatment. The treatment is a process of teaching vocabulary by using word wall media.

3. Post-test

Post-test is given after the treatment. The aim of post-test is to get information about the result of the students learning after teaching process is done by using word wall strategy.

D. Method of Data Collection

This study employed quasi experimental design with pretest and post-test design. Data is collected by using test. A test is a way of measuring a person's ability or understanding in a given domain (Brown, 2000). The data is gathered from the results of the pre-test and post-tests. The procedure begins by giving a pre-test to the experimental and control classes. Then the experimental class is given treatment by implementing a word wall strategy, while the control class is not given a word wall strategy treatment. Vocabulary tests are used to collect data and determine the difference in scores between the two tests. Procedures performed by writer:

1. Create a research instrument designed to collect data
2. Giving pre-test for experimental class and control class
3. Explains the material
4. Teaching vocabulary using word wall strategy for experimental class
5. Giving occasion to the students to ask any difficulties or problem
6. Giving post-test for experimental class and control class

E. Method of Data Analysis

The purpose of analyzing data is to systematically identify and organize data collected from conducted interviews, documents, and field

records by classifying the data into specific categories, selecting the main topics to study, and drawing easy-to-understand conclusions for the reader or anyone else (Sugiyono, 2009). Statistical technique are used to know if there is any improvement to the students' vocabulary or not from the result of pre-test and post-test. Experimental study design is being done through experimental class and control class. It is used to compare the significant between experimental class which use word wall media in teaching writing and control class by not using word wall. After experimental process, two of classes are tested using technique of data analysis.

1. Scoring the test

The writer analyzed the data from students' answer. The score 4 for the right answer and 0 for the wrong answer. The result of the students' test which counted from the test consist of 25 question is as follows:

Table 3.1. *Scoring the test*

$\text{Score} = \text{the number of the right answer} \times 4$

2. Analyzing the levels of the students' ability

To analyze the data, there is a pre-test and a post-test, and then looking for the total score. The levels of the students' ability can be seen by categorising the students' score into some classes. The score will analyze the data using five categories of analysis: "Excellent",

"Good", "Adequate", "Poor", and "Very Poor". The table of scoring the five categories:

Table 3.2. *Aspects of Scoring of Vocabulary Ability*

SCORE	CATEGORY	MARK ALPHABET
90-100	Excellent	A
89-80	Good	B
79-70	Adequate	C
69-60	Poor	D
Bellow 60	Very Poor	E

(Brown, 2004)

3. Mean of the test

According to Urdan (2010) there are some statistics formulas and applies some steps to analyze the data in each class. Statistical procedure is step which used to analyze the achievement of the students' improvement in vocabulary before and after taught word wall strategy.

To get the mean score, the writer use the mean score as the following:

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \text{Mean score}$$

$$\sum x = \text{The total score}$$

$$n = \text{The total sample}$$

(Urdan, 2010)

4. Standard deviation

After get the mean of pre-test and post-test, the writer calculated standard deviation used formula as follow

$$SD = \sqrt{\frac{\sum(x - \bar{x})^2}{n-1}}$$

SD = Standard deviation

$\sum(x - \bar{x})^2$ = Total score in the pre-test

n = Total sample

(Urdan, 2010)

5. Standard error of mean

After getting the standard deviation, the writer calculated the standard error. The formula are as follow:

$$S \bar{x} = \frac{s}{\sqrt{n}}$$

$S \bar{x}$ = The standard error of mean

s = The sample estimate of the standard deviation

n = Total of the sample

(Urdan, 2010)

6. Analysing the data using the T-test

After all the result was calculated, the last step is calculated T-test. T-test was simply compared two means to see if they were significantly different from each other. The following is the formula:

$$t\text{-test} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

t - test = t-test

\bar{x}_1 = Mean of students' post-test using word wall

\bar{x}_2 = Mean of students' post test without using word wall

S = Variance value

n = Sample

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings that explain the students' pre-test result before being taught using word wall strategy, the students' post-test result after being taught using word wall strategy, the significant difference between vocabulary ability of the students who are taught with word wall strategy and those who are not taught with word wall strategy; and discussion.

A. Research Findings

Refer to the last chapter, the writer used test in collecting data. It was given to the seventh grade of B class and C class at SMP Negeri 1 Jepara. The test is consist of 25 questions. The seventh grade of B class as experiment class and the seventh grade of C class as control class.

Before starting the treatment, the students took a pre-test. The pre-test results indicated that the students' vocabulary is poor, despite the fact that they sometimes find it challenging to understand the meaning of words in context. After getting the result of students pre-test, the writer gave treatment for the students by teaching them using word wall strategy. When the teaching learning process was running, the students felt happy, enjoy, and comfortable in participating the learning process.

After the treatment is done, the writer gave a post test to all the students. The writer wanted to know how far the students understanding

about the use of some vocabulary in a context and remember about some words that given to the students when treatment process is done.

1. Students' Vocabulary Ability Taught Without Using Word Wall Strategy

Before starting to collect data, the writer conducted a pre-test. This pre-test was given by asking students. The pre-test was aimed to find out the students basic knowledge about vocabulary teaching them without using word wall. The students must answer 25 questions. The test was held on Thursday, August 11, 2022. The test was followed by 32 students of class 7B and 7C. Before doing the pre-test, the writer gave instructions on how to do the test. After that, the writer evaluated the students' pre-test results.

The writer then evaluated the students' pre-test scores. The writer then employed Brown's stated method for assessing students' achievement. The writer transformed the students' scores into marks. The out comes of the students before using word walls are shown in the following table. This is the table scores from experimental class and control class:

Table 4.1. *Table of Pre-test for Experimental Class*

Score Percentage	Grade	Level of Achievement	Total Students	Percentage
90-100	A	Excellent	0	0%
80-89	B	Good	6	18,75%
70-79	C	Adequete	3	9,38%
60-69	D	Poor	22	68,75%
0-59	E	Very Poor	1	3,12%
	Total		32	100%

According to the results from the experimental class, no student or 0% received a grade of excellent; 6 students or 18,75% received a rating of good; 3 students or 9,38% received a grade of adequate; 22 students or 68,75% received a grade of poor; and 1 student or 3,12% received a grade of very poor. This indicates that the majority of students had poor vocabulary ability because they typically received poor grades.

Table 4.2. *Table of Pre-test from Control Class*

Score Percentage	Grade	Level of Achievement	Total Students	Percentage
90-100	A	Excellent	1	3,12%
80-89	B	Good	5	15,63%
70-79	C	Adequete	3	9,37%
60-69	D	Poor	13	40,63%
0-59	E	Very Poor	10	31,25%
	Total		32	100%

According to the results from the control class, 1 student or 3,12% received a grade of excellent; 5 students or 15,63% received a rating of good; 3 students or 9,37% received a grade of adequate; 12 students or 40,63% received a grade of poor; and 10 students or 31,25% received a grade of very poor. This indicates that the majority of students had poor vocabulary ability because they typically received poor grades.

Based on the table above, the writer gave the pre-test results. Thirty two students participated in the pre-test, which was conduct by 7B and 7C. The total score of the entire 7B class as the experimental class is 2176, while the total score of 7C class as the control class is 2080. The

writer then determined the students' mean vocabulary ability without using word wall. Below are table of mean pre-test:

Table 4.3. *Table of Mean Pre-test.*

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Experiment	32	56	84	2176	68,00
Control	32	40	92	2080	65,00
Valid N (listwise)	32				

Based on the score that has been calculated by the writer, it shows that mean of pre-test for experimental class is 68, and for the control class is 65. The writer reached the conclusion that the students had poor vocabulary. Most of the students received failing grades. It indicates that the students still do not completely understand about vocabulary. Therefore, before the post-test was given, the student's vocabulary ability needed to be improved through word wall strategy.

2. The Students' Vocabulary Ability Taught With Word Wall Strategy

After completing a pre-test, the writer was aware of the students' poor vocabulary ability. As a result, the teacher treated the students. The class that received the treatment was 7B class as an experimental class. There were 32 students in this class. The treatment was carried out for three meetings every Thursday. The treatment has been carried out on August 11, 2022 to August 25, 2022. Students carry out the pre-test first.

After that the students were given treatment using word wall strategy.

The following were the treatment-related activity:

- a. The writer explained the materials. The material focused on describing identity.
- b. The writer implemented word wall strategy. The writer gave an identity text and a paper containing only an alphabet. Students were asked to fill the vocabulary according to the alphabet obtained.
- c. Next, the students wrote a sentence that related to the vocabulary obtained. After that the students went forward one by one to be stucked on the whiteboard. The teacher asked the students to explain the vocabulary they have learned and the sentences that have been made by the students.

After the students got the treatment with word wall strategy. The writer tested them again to see if their academic performance had improved. The activity was conducted on Thursday, 25th August, 2022. All of the students were present in this meeting. The post-test and the pre-test were similar. The students must answer 25 questions. They did well on the post-test. The writer then evaluated the students' post-test scores. The writer then employed Brown's stated method for assessing students' achievement. The results of the students' result after using word wall strategy are presented in the following table:

Table 4.4. *Post-test of Experimental Class*

Score Percentage	Grade	Level of Achievement	Total Students	Percentage
90-100	A	Excellent	4	12,5%
80-89	B	Good	25	78,12%
70-79	C	Adequete	3	9,38%
60-69	D	Poor	0	0%
0-59	E	Very Poor	0	0%
	Total		32	100%

According to the results above, 4 students or 12,5% of the class, received an excellent grade; 25 students or 78,12% received a good mark; and 3 students, or 9,38% received an adequete grade; no one student, or 0% received poor mark. It shows that the student's vocabulary ability improved.

Table 4.5. *Post-test of Control Class*

Score Percentage	Grade	Level of Achievement	Total Students	Percentage
90-100	A	Excellent	4	12,5%
80-89	B	Good	3	9,38%
70-79	C	Adequete	8	25%
60-69	D	Poor	12	37,5%
0-59	E	Very Poor	5	15,62%
	Total		32	100%

According to the results above, 4 students or 12,5% of the class, received an excellent grade; 3 students or 9,38% received a good mark; and 8 students or 25% received an adequete grade; 12 students or 37,5% received poor grade; and 5 students or 15,62 received very poor mark. It shows that the student's vocabulary ability slightly improved.

Based on the data in the table above, the writer presents the post-test results. Thirty two students participated in the post-test, which was done by 7B. After using word wall strategy, the student's final score was 2688, while the total score of 7C class as the control class is 2080. The writer then determined the students' mean vocabulary ability after using word wall. Below are Urdan's explanations and findings:

Table 4.6. *Table of Mean Post-test*

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Experiment	32	76	100	2688	84,00
Control	32	48	96	2240	70,00
Valid N (listwise)	32				

The students' post-test after using word wall strategy was 84, while for the control class that did not get the treatment was 70. The writer concluded that the students' vocabulary ability using word wall strategy improved to a good category. While while for the control class that did not get the treatment improved to an adequate category.

3. The Significant Difference Between Students' Vocabulary Ability With Word Wall Strategy and Without Using Word Wall Strategy

The writer showed the overall students score both using word wall strategy and without using word wall strategy. The data present that

the score after using word wall strategy better than without using word wall strategy. The following provides more information regarding students' ability with word wall and without using word wall strategy.

The writer concludes that both classes that with word wall and without using word wall strategy have increased. But the class that using the word wall strategy has a more significant improvement. Can be seen from the mean of the post test.

Table 4.7. *Table of Mean*

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
PreTestExperiment	32	56	84	2176	68,00
PreTestControl	32	40	92	2080	65,00
PostTestExperiment	32	76	100	2688	84,00
PostTestControl	32	48	96	2240	70,00
Valid N (listwise)	32				

The test mean experimental class from 68 increased to 84. The vocabulary ability from experimental class have improved by 16. While from control class the test from 65 increased to 70. The vocabulary ability from control class have improved only 5.

The writer calculated standard deviation and standard error deviation to examine the t-test results after obtaining the average of the

students' results with and without using word wall strategy. The following represents the current calculation.

Table 4.8. *Table of Standard Deviation and Standard Error of Difference Mean*

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std.	Std.
	Statistic	Statistic	Statistic	Statistic	Statistic	Error	Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Error	Statistic
Experiment	32	76	100	2688	84,00	0,950	5,376
Control	32	48	96	2240	70,00	2,133	12,064
Valid N (listwise)	32						

a. Analyzing the Result of T-test

The writer then analyzed the t-test, which was as follows:

Table 4.9. *Table of Mean Post-test and Total Score*

No.	Post-test Experimental	Post-test Control	$(x_1 - \bar{x}_1)^2$	$(x_2 - \bar{x}_2)^2$
1	84	52	0	324
2	92	68	64	4
3	80	72	16	4
4	84	64	0	36
5	100	84	256	196
6	80	48	16	484
7	88	72	16	4
8	84	72	0	4
9	88	76	16	36

10	80	68	16	4
11	92	56	64	196
12	80	72	16	4
13	84	80	0	100
14	76	60	64	100
15	84	64	0	36
16	88	64	16	36
17	80	72	16	4
18	80	64	16	36
19	84	60	0	100
20	76	68	64	4
21	88	56	16	196
22	84	64	0	36
23	80	72	16	4
24	80	56	16	196
25	80	92	16	484
26	84	92	0	484
27	84	96	0	676
28	88	92	16	484
29	88	80	16	100
30	76	60	64	100
31	92	68	64	4
32	80	76	16	36
			896	4512

To find the T test, the variance value must be known first. Using the following formula:

1) Varians Value

$$\begin{aligned}
 S_1^2 &= \frac{\sum(x_1 - \bar{x}_1)^2}{n-1} \\
 &= \frac{896}{31} \\
 &= 28,903
 \end{aligned}$$

$$\begin{aligned}
 S_2^2 &= \frac{\sum(x_2 - \bar{x}_2)^2}{n-1} \\
 &= \frac{4512}{31} \\
 &= 145,543
 \end{aligned}$$

2) T-test

$$\begin{aligned}
 t\text{-test} &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{84-70}{\sqrt{\frac{(32-1)28,903 + (32-1)145,543}{32+32-2} \left(\frac{1}{32} + \frac{1}{32}\right)}} \\
 &= \frac{14}{\sqrt{\frac{896,015 + 4512,008}{62} \left(\frac{2}{32}\right)}} \\
 &= \frac{14}{\sqrt{5408,023 (0,0625)}} \\
 &= \frac{14}{\sqrt{2.334}} \\
 &= 5.996
 \end{aligned}$$

3) T-value and T-table

$$\alpha = 5\% = 0.05$$

$$\frac{\alpha}{2} = \frac{0.05}{2} = 0.025$$

$$df = n-2$$

$$= 64-2$$

$$= 62$$

$$t(\alpha, df) = 1.998$$

$$t \text{ value} = 5.996$$

$$t \text{ table} = 1.998$$

$$5.996 > 1.998$$

$$t \text{ value} > t \text{ table}$$

Using the above calculation, the writer found the t-test result. The t-value was then examined by the writer. If the t-value obtained exceeds the t-table, the hypothesis is accepted. 5.996 was the t-value. The writer determined the degree of freedom to determine the t-table (df). $df = N-2$, $df = 64-2 = 62$. As a result, the critical value table at the t-table in the level of significance of 5% is calculated to be 1.998. $T\text{-value} > t\text{-table}$ ($5.996 > 1.998$) was the outcome. The alternative hypothesis is therefore accepted. The vocabulary ability of the students using word wall strategy and without using word wall strategy by students from SMP Negeri 1 Jepara in the academic years 2022/2023 showed a substantial difference.

B. Discussion

Based on the research finding, it showed that mean scores between using word wall strategy and without using word wall strategy is different. The objectives of the study is to there are any significant difference between vocabulary ability of the students who are taught with word wall strategy and those who are not taught with word wall strategy at the Seventh Grade of SMP Negeri 1 Jepara academic year 2022/2023. It can be seen from the students' result, for experimental class that taught using word wall strategy improved from 68 to 84. While the class that taught without word wall strategy improved only 65 to 70. From the mean of post test look difference value, the result shows that the mean post test using word wall strategy was better than without using word wall.

From the result above, the conclusion is the students get good achievement in mastering vocabulary after taught by using word wall. So teaching vocabulary using word wall media is effective toward the students' vocabulary achievement especially for the seventh grade students in SMP Negeri 1 Jepara. By using this strategy, the students felt happy, enjoy, and comfortable in participating the teaching and learning process. In the other words, word wall media could motivate the students in learning activities and improve students, understand about the subject being taught.

Based on the study method, in teaching learning process was divided into three steps. First, the step is giving pretest for the students, it means to know the students' vocabulary taught without using word wall strategy.

Secondly, the step was giving treatment to the students, the treatment here was teaching vocabulary by word wall media. Thirdly, the step was giving post-test, in the posttest the students were given a test to know the students' vocabulary taught with word wall media.

To see if there was a significant difference between teaching using word wall strategy and without using word wall strategy, the writer conducted a t-test. The t-test score was determined through computation using the t-test formula. The outcome was 5.996. In the meantime, 1.998 was the critical number in the t-table for the 5 percent alpha level and $df = 62$. 5.996 was the obtained t-value. As a result, the t-value ($5.996 > 1.998$) was higher than the table's critical threshold. It indicates that there was a noticeable improvement when vocabulary ability were taught utilizing the word wall strategy. It was successful in enhancing students' vocabulary ability. H_a was therefore approved.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The conclusion and suggestions are presented in this chapter. There are several suggestions made for teachers, students, readers, and researcher.

A. Conclusion

The writer reaches the following conclusions in the context of the data analysis from the previous chapters:

1. Students do a pre-test, which is a test that is carried out without using word wall strategy, with the mean Pre-test being 68. While for control class is 65. According to the table of achievements, 68 and 65 is a poor category. This shows that students' vocabulary ability without using word wall strategy are very low.
2. The post-test, or the test taken after being taught using word wall strategy, had a mean score of 84. According to the table of achievements, 84 were good. While for control class had a mean score of 70. The results show that there was a 16 difference between the means before and after using word wall strategy. As a result, there was a significant difference in the students' vocabulary ability using word wall strategy and without using word wall strategy. The use of word wall strategy helped the students improve their vocabulary ability, according to the average score data.

3. There was a significant difference between students' results using word wall strategy and without using the word wall strategy. The t-test result was 5.996 and the t-table value (5%; df=62) was 1.998. Thus, the t-value was higher than the table's critical value ($5.996 > 1.998$). It indicates that there was a significant difference in the students' vocabulary ability using word wall strategy and without using word wall strategy. The calculation of the t-test demonstrated that the t-value was higher than the t-table. Therefore, it is acknowledged that word wall strategy is used to teach students, their vocabulary ability is improve (alternative hypothesis, H_a).

B. Suggestions

Considering the conclusion above, the writer would like to present some suggestion in order that the students' have good ability in mastering English vocabulary especially for class IVA and IVB at SMP Negeri 1 Jepara.

1. In teaching and learning English, the writer should give guidance and motivation to the students'.
2. As another alternative to assist the improvement of students vocabularies as well as the learning process approach.
2. The English teacher had to consider the students' needs and interest for learning. It was also expected to be useful for English teachers to provide an alternative solution to solve the problems in English learning.

3. The students' as a trigger to improve the understanding of the concept as well as the procedure can be used as a means of developing and supporting other hidden intelligence.
4. This research can be used by further researcher as a reference. Therefore, this study would be refined by another writer.

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APPENDICES

List of Experimental Class

NO.	NAME	PRE-TEST	POST-TEST
1	AHMAD ZOFI ARDIAN	64	84
2	ALTAFUNNISA NAMIRA ASYARI	80	92
3	ADINE JENNIE BERYLS PRIMALIA	68	80
4	ANYA DEWI OKTAFIANI	60	84
5	ATTAR ATHALIA FAEYZA	80	100
6	BIMA DWI CAHYA	68	80
7	BINAR CAHYANING LINTANG	84	88
8	CANTIKA CAHYA FEBRIYAN	60	76
9	CHALISA HANA MAULIDA	60	76
10	DANENDRA FIKRY 'ABQARY	68	80
11	DYAH AYU PUTRI PRATIWI	84	92
12	ELLYSA JULIA WARDANI	60	80
13	FAHRI AFRILIA NUR ROKHIM	64	84
14	FAQIH FAUZUL AZHIM	72	76
15	GRACE AMANDA SUTRISNA	68	84
16	HILYA SALSABILA PUTRI HUDDIN	72	88
17	I KADEK BARERA DIPALANGA	60	80
18	KUKUH PRIBADI MAGENTA	68	80
19	LAISA MEIDINA KHAFIS	84	84
20	MAHARANI AYU NOVITA SUGIYONO	64	76
21	MARVIONA SALSABILLA DEVIANI	64	88
22	MUHAMMAD ARYA PUTRA	64	84
23	MUHAMMAD RIZQI NUR RAIHAN	68	80
24	NATALIE ANGGITA BERYL	72	80
25	NAUFAL AKMAL KURNIAWAN	64	80
26	NOVALITA ARI PRAMESTI	68	84
27	PUTU SOKA DEJAVU	60	84
28	SALSA PUTRI RAMADHANI	60	88
29	SALSABILA CAHYANINGTRIYA	60	88
30	UMY SAA AZKIYA	68	76
31	VITA ELVARETTA	84	92
32	ZAHRATUS SYIFA GHAISANI	64	80

List of Control Class

NO.	NAME	PRE-TEST	POST-TEST
1	ABDILLAH	44	52
2	AGUNG SAPUTRA	64	68
3	ANJANI AZIA ADINATA	68	72
4	ARUM WAHYU FELISIA	60	64
5	AYUNINDYA MICHELE AREETA	84	84
6	DINDA SHEFALIA PUTRI HARIYADI	44	48
7	DUVANDA FARIDCHA LANART	76	72
8	DZORIF ILYASA	64	72
9	EUGENIA SERVINATALIA DJUANG	80	76
10	FAITH JANSSEN NATHANIEL	68	68
11	FAREN AZ ZUKHRUF AQILA	48	56
12	FELISH ADELIA RAMADHANI	72	72
13	FLAVIANO LIONEL PURNAMA	80	80
14	JOSEPHINE CHEZKA CARLISA	56	60
15	KIRANI ZAHRA TSABITA	60	64
16	MUHAMMAD AFFANDI INSAN IHSANI	60	64
17	MUHAMMAD DAVID DESTIAN	72	72
18	MUHAMMAD SYIHAB BACHTIAR	60	64
19	MUHAMMAD YUSROL FALAH	56	60
20	NAJLA GHINA DEVIANTA	68	68
21	QUEENSHA SEKAR MAHARANI	52	56
22	RENO RAMADHAN	52	64
23	RIZKI TRISA WULAN JULIYANTI	68	72
24	SHEILA ANAVISA PAWESTI	40	56
25	SHERINDITA AULIA PUTRI	88	92
26	SORAYA KAYLA ALJANNAH	88	92
27	SYUAA JELITA EFFENDI	96	96
28	THEANDRA HAYFA PARAMANINDYA	92	92
29	TSANI AGNI NUR ILMI	56	80
30	VANESHA XIEVALERY MAULIDYA	60	60
31	VENUZY L AZHARIUS MERBAWANI	68	68
32	ZAHRA AZKA SITA	48	76

RENCANA PELAKSANAAN PEMBELAJARAN

(Experimental Class)

Satuan Pendidikan : SMP Negeri 1 Jepara

Kelas/Semester : 7 (Tujuh)/ 1

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Our Identities

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menunjukkan perilaku jujur, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji dan menalar dalam ramah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ramah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD) dan Indikator

Kompetensi Dasar (KD)	Indikator
<p>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga.</p>	<p>3.2.1 Mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p> <p>3.2.2 Mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p> <p>3.2.3 Mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p>
<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.2.1 Peserta didik secara berpasangan transaksional lisan dan tulis dapat melakukan interaksi sangat pendek dan sederhana yang transaksional lisan sangat pendek melibatkan tindakan memberi dan sederhana yang melibatkan</p>

C. Tujuan Pembelajaran

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan kesukaan.
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan kesukaan.

D. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru bertatap muka dan mengucapkan salam kepada peserta didik secara langsung. • Guru memimpin peserta didik berdoa bersama sebelum kegiatan belajar mengajar dimulai. • Guru memanggil peserta didik satu persatu untuk mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran dan kegiatan belajar yang akan dilakukan. • Menyampaikan motivasi tentang semangat dan berpikiran positif yang berhubungan dengan mempelajari materi identitas diri. 	10 menit
Inti	<p><i>Pre-test</i></p> <ul style="list-style-type: none"> • Guru memberikan <i>pre-test</i> kepada peserta didik untuk mengetahui pengetahuan siswa terhadap materi yang disampaikan. <p><i>Observing</i></p> <ul style="list-style-type: none"> • Guru memberikan contoh teks identitas diri untuk diamati siswa. • Guru memberikan materi identitas diri melalui power point/ papan tulis. • Guru menjelaskan kepada siswa tentang <i>Word Wall Strategy</i> untuk kegiatan belajar. • Peserta didik mendapatkan satu huruf alfabet dari guru untuk diisi <i>vocabulary</i> oleh peserta didik. <p><i>Questioning</i></p> <ul style="list-style-type: none"> • Guru memberikan pertanyaan yang berhubungan dengan <i>vocabulary</i> yang diisi oleh peserta didik. • Peserta didik menjawab pertanyaan yang diberikan oleh guru. • Guru meminta peserta didik untuk menyusun kalimat yang berhubungan dengan <i>vocabulary</i> yang sudah ditulis siswa di kertas, lalu ditempelkan di papan tulis yang sudah disiapkan oleh guru. <p><i>Associating</i></p> <ul style="list-style-type: none"> • Membahas unsur kebahasaan ucapan, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Peserta didik mengerjakan latihan soal yang 	60 menit

	<p>diberikan oleh guru.</p> <ul style="list-style-type: none"> • Guru mengawasi dan membimbing siswa. <p><i>Communicating</i></p> <ul style="list-style-type: none"> • Peserta didik menganalisis informasi penting yang terdapat pada identitas diri. • Peserta didik mendapat koreksi dari guru secara lisan. 	
Penutup	<ul style="list-style-type: none"> • Setelah melakukan kegiatan pembelajaran pada pertemuan ini, peserta didik dan guru melakukan review dari kesulitan-kesulitan ketika mengikuti pembelajaran. • Guru menginformasikan pertemuan selanjutnya. 	10 menit

E. Penilaian, Pembelajaran Remedial, dan Pengayaan

1. Teknik Penilaian Sikap : Observasi
2. Pengetahuan : a.) Teknik Penilaian : Pre-test dan Post-test
b.) Bentuk Instrumen: Isian singkat
c.) Pedoman penskoran: Setiap jawaban benar diberi skor 4 (empat)
3. Keterampilan : Unjuk kerja dalam bentuk komunikatif lisan

F. Media/ Alat, Bahan dan Sumber Belajar

1. Alat/ Bahan : Android Laptop/ Computer, Powerpoint, Buku panduan Bahasa Inggris kelas VII, LKS Bahasa Inggris Kelas VII dan Internet.
2. Media : Aplikasi forum WA Group

Mengetahui,

Guru Bahasa Inggris Kelas 7

Ratna Wijayanti, S.Pd.

Jepara, 11 Agustus 2022

Peneliti

Dewi Kurnia Sari

RENCANA PELAKSANAAN PEMBELAJARAN
(Experimental Class)

Satuan Pendidikan : SMP Negeri 1 Jepara
Kelas/Semester : 7 (Tujuh)/ 1
Mata Pelajaran : Bahasa Inggris
Materi Pokok : My Hobby
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menunjukkan perilaku jujur, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji dan menalar dalam ramah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ramah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD) dan Indikator

Kompetensi Dasar (KD)	Indikator
<p>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga.</p>	<p>3.2.1 Mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p> <p>3.2.2 Mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p> <p>3.2.3 Mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p>
<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.2.1 Peserta didik secara berpasangan transaksional lisan dan tulis dapat melakukan interaksi sangat pendek dan sederhana yang transaksional lisan sangat pendek melibatkan tindakan memberi dan sederhana yang melibatkan</p>

C. Tujuan Pembelajaran

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan kesukaan.
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan kesukaan.

D. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru bertatap muka dan mengucapkan salam kepada peserta didik secara langsung. • Guru memimpin peserta didik berdoa bersama sebelum kegiatan belajar mengajar dimulai. • Guru memanggil peserta didik satu persatu untuk mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran dan kegiatan belajar yang akan dilakukan. • Menyampaikan motivasi tentang semangat dan berpikiran positif yang berhubungan dengan mempelajari materi <i>my hobby</i> 	10 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> • Guru memberikan contoh teks <i>my hobby</i> untuk diamati siswa. • Guru memberikan materi <i>my hobby</i> melalui power point/ papan tulis. • Guru menjelaskan kepada siswa tentang <i>Word Wall Strategy</i> untuk kegiatan belajar. • Peserta didik mendapatkan satu huruf alfabet dari guru untuk diisi <i>vocabulary</i> oleh peserta didik. <p><i>Questioning</i></p> <ul style="list-style-type: none"> • Guru memberikan pertanyaan yang berhubungan dengan <i>vocabulary</i> yang diisi oleh peserta didik. • Peserta didik menjawab pertanyaan yang diberikan oleh guru. • Guru meminta peserta didik untuk menyusun kalimat yang berhubungan dengan <i>vocabulary</i> yang sudah ditulis siswa di kertas, lalu ditempelkan di papan tulis yang sudah disiapkan oleh guru. <p><i>Associating</i></p> <ul style="list-style-type: none"> • Membahas unsur kebahasaan ucapan, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Peserta didik mengerjakan latihan soal yang diberikan oleh guru. • Guru mengawasi dan membimbing siswa. <p><i>Communicating</i></p> <ul style="list-style-type: none"> • Peserta didik menganalisis informasi penting 	60 menit

	<p>yang terdapat pada materi <i>my hobby</i>.</p> <ul style="list-style-type: none"> • Peserta didik mendapat koreksi dari guru secara lisan. 	
Penutup	<ul style="list-style-type: none"> • Setelah melakukan kegiatan pembelajaran pada pertemuan ini, peserta didik dan guru melakukan review dari kesulitan-kesulitan ketika mengikuti pembelajaran. • Guru menginformasikan pertemuan selanjutnya. 	10 menit

E. Penilaian, Pembelajaran Remedial, dan Pengayaan

1. Teknik Penilaian Sikap : Observasi
2. Pengetahuan : a.) Teknik Penilaian : Pre-test dan Post-test
b.) Bentuk Instrumen: Isian singkat
c.) Pedoman penskoran: Setiap jawaban benar diberi skor 4 (empat)
3. Keterampilan : Unjuk kerja dalam bentuk komunikatif lisan

F. Media/ Alat, Bahan dan Sumber Belajar

1. Alat/ Bahan : Android Laptop/ Computer, Powerpoint, Buku panduan Bahasa Inggris kelas VII, LKS Bahasa Inggris Kelas VII dan Internet.
2. Media : Aplikasi forum WA Group
- 3.

Mengetahui,

Jepara, 18 Agustus 2022

Guru Bahasa Inggris Kelas 7

Peneliti

Ratna Wijayanti, S.Pd.

Dewi Kurnia Sari

RENCANA PELAKSANAAN PEMBELAJARAN

(Experimental Class)

Satuan Pendidikan : SMP Negeri 1 Jepara

Kelas/Semester : 7 (Tujuh)/ 1

Mata Pelajaran : Bahasa Inggris

Materi Pokok : My Hobby

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menunjukkan perilaku jujur, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji dan menalar dalam ramah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ramah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD) dan Indikator

Kompetensi Dasar (KD)	Indikator
<p>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga.</p>	<p>3.2.1 Mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p> <p>3.2.2 Mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p> <p>3.2.3 Mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p>
<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.2.1 Peserta didik secara berpasangan transaksional lisan dan tulis dapat melakukan interaksi sangat pendek dan sederhana yang transaksional lisan sangat pendek melibatkan tindakan memberi dan sederhana yang melibatkan</p>

C. Tujuan Pembelajaran

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan kesukaan.
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan kesukaan.

D. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru bertatap muka dan mengucapkan salam kepada peserta didik secara langsung. • Guru memimpin peserta didik berdoa bersama sebelum kegiatan belajar mengajar dimulai. • Guru memanggil peserta didik satu persatu untuk mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran dan kegiatan belajar yang akan dilakukan. • Menyampaikan motivasi tentang semangat dan berpikiran positif yang berhubungan dengan mempelajari materi <i>my hobby</i> 	10 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> • Guru memberikan contoh teks <i>my hobby</i> untuk diamati siswa. • Guru memberikan materi <i>my hobby</i> melalui power point/ papan tulis. • Guru menjelaskan kepada siswa tentang <i>Word Wall Strategy</i> untuk kegiatan belajar. • Peserta didik mendapatkan satu huruf alfabet dari guru untuk diisi <i>vocabulary</i> oleh peserta didik. <p><i>Questioning</i></p> <ul style="list-style-type: none"> • Guru memberikan pertanyaan yang berhubungan dengan <i>vocabulary</i> yang diisi oleh peserta didik. • Peserta didik menjawab pertanyaan yang diberikan oleh guru. • Guru meminta peserta didik untuk menyusun kalimat yang berhubungan dengan <i>vocabulary</i> yang sudah ditulis siswa di kertas, lalu ditempelkan di papan tulis yang sudah disiapkan oleh guru. <p><i>Associating</i></p> <ul style="list-style-type: none"> • Membahas unsur kebahasaan ucapan, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Peserta didik mengerjakan latihan soal yang diberikan oleh guru. • Guru mengawasi dan membimbing siswa. <p><i>Communicating</i></p> <ul style="list-style-type: none"> • Peserta didik menganalisis informasi penting 	60 menit

	<p>yang terdapat pada materi <i>my hobby</i>.</p> <ul style="list-style-type: none"> • Peserta didik mendapat koreksi dari guru secara lisan. 	
Penutup	<ul style="list-style-type: none"> • Setelah melakukan kegiatan pembelajaran pada pertemuan ini, peserta didik dan guru melakukan review dari kesulitan-kesulitan ketika mengikuti pembelajaran. • Guru menginformasikan pertemuan selanjutnya. 	10 menit

E. Penilaian, Pembelajaran Remedial, dan Pengayaan

1. Teknik Penilaian Sikap : Observasi
2. Pengetahuan : a.) Teknik Penilaian : Pre-test dan Post-test
b.) Bentuk Instrumen : Isian singkat
c.) Pedoman penskoran: Setiap jawaban benar diberi skor 4 (empat)
3. Keterampilan : Unjuk kerja dalam bentuk komunikatif lisan

F. Media/ Alat, Bahan dan Sumber Belajar

1. Alat/ Bahan : Android Laptop/ Computer, Powerpoint, Buku panduan Bahasa Inggris kelas VII, LKS Bahasa Inggris Kelas VII dan Internet.
2. Media : Aplikasi forum WA Group.

Mengetahui,

Jepara, 18 Agustus 2022

Guru Bahasa Inggris Kelas 7

Peneliti

Ratna Wijayanti, S.Pd.

Dewi Kurnia Sari

RENCANA PELAKSANAAN PEMBELAJARAN

(Experimental Class)

Satuan Pendidikan : SMP Negeri 1 Jepara

Kelas/Semester : 7 (Tujuh)/ 1

Mata Pelajaran : Bahasa Inggris

Materi Pokok : My Family

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menunjukkan perilaku jujur, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji dan menalar dalam ramah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ramah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD) dan Indikator

Kompetensi Dasar (KD)	Indikator
<p>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga.</p>	<p>3.2.1 Mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p> <p>3.2.2 Mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p> <p>3.2.3 Mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p>
<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.2.1 Peserta didik secara berpasangan transaksional lisan dan tulis dapat melakukan interaksi sangat pendek dan sederhana yang transaksional lisan sangat pendek melibatkan tindakan memberi dan sederhana yang melibatkan</p>

C. Tujuan Pembelajaran

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan kesukaan.
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan kesukaan.

D. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru bertatap muka dan mengucapkan salam kepada peserta didik secara langsung. • Guru memimpin peserta didik berdoa bersama sebelum kegiatan belajar mengajar dimulai. • Guru memanggil peserta didik satu persatu untuk mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran dan kegiatan belajar yang akan dilakukan. • Menyampaikan motivasi tentang semangat dan berpikiran positif yang berhubungan dengan mempelajari materi <i>my family</i>. 	10 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> • Guru memberikan contoh teks <i>my family</i> untuk diamati siswa. • Guru memberikan materi <i>my family</i> melalui power point/ papan tulis. • Guru menjelaskan kepada siswa tentang <i>Word Wall Strategy</i> untuk kegiatan belajar. • Peserta didik mendapatkan satu huruf alfabet dari guru untuk diisi <i>vocabulary</i> oleh peserta didik. <p><i>Questioning</i></p> <ul style="list-style-type: none"> • Guru memberikan pertanyaan yang berhubungan dengan <i>vocabulary</i> yang diisi oleh peserta didik. • Peserta didik menjawab pertanyaan yang diberikan oleh guru. • Guru meminta peserta didik untuk menyusun kalimat yang berhubungan dengan <i>vocabulary</i> yang sudah ditulis siswa di kertas, lalu ditempelkan di papan tulis yang sudah disiapkan oleh guru. <p><i>Associating</i></p> <ul style="list-style-type: none"> • Membahas unsur kebahasaan ucapan, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Peserta didik mengerjakan latihan soal yang diberikan oleh guru. • Guru mengawasi dan membimbing siswa. <p><i>Communicating</i></p> <ul style="list-style-type: none"> • Peserta didik menganalisis informasi penting 	60 menit

	<p>yang terdapat pada <i>my family</i></p> <ul style="list-style-type: none"> • Peserta didik mendapat koreksi dari guru secara lisan. <p><i>Post-Test</i></p> <ul style="list-style-type: none"> • Guru memberik <i>post-test</i> kepada peserta didik untuk mengetahui pengetahuan siswa terhadap materi yang disampaikan. 	
Penutup	<ul style="list-style-type: none"> • Setelah melakukan kegiatan pembelajaran pada pertemuan ini, peserta didik dan guru melakukan review dari kesulitan-kesulitan ketika mengikuti pembelajaran. • Guru menginformasikan pertemuan selanjutnya. 	10 menit

E. Penilaian, Pembelajaran Remedial, dan Pengayaan

1. Teknik Penilaian Sikap : Observasi
2. Pengetahuan : a.) Teknik Penilaian : Pre-test dan Post-test
b.) Bentuk Instrumen: Isian singkat
c.) Pedoman penskoran: Setiap jawaban benar diberi skor 4 (empat)
3. Keterampilan : Unjuk kerja dalam bentuk komunikatif lisan

F. Media/ Alat, Bahan dan Sumber Belajar

1. Alat/ Bahan : Android Laptop/ Computer, Powerpoint, Buku panduan Bahasa Inggris kelas VII, LKS Bahasa Inggris Kelas VII dan Internet.
2. Media : Aplikasi forum WA Group

Mengetahui,

Guru Bahasa Inggris Kelas 7

Ratna Wijayanti, S.Pd.

Jepara, 25 Agustus 2022

Peneliti

Dewi Kurnia Sari

RENCANA PELAKSANAAN PEMBELAJARAN

(Control Class)

Satuan Pendidikan : SMP Negeri 1 Jepara

Kelas/Semester : 7 (Tujuh)/ 1

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Our Identities

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menunjukkan perilaku jujur, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji dan menalar dalam ramah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ramah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD) dan Indikator

Kompetensi Dasar (KD)	Indikator
<p>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga.</p>	<p>3.2.1 Mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p> <p>3.2.2 Mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p> <p>3.2.3 Mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p>
<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.2.1 Peserta didik secara berpasangan transaksional lisan dan tulis dapat melakukan interaksi sangat pendek dan sederhana yang transaksional lisan sangat pendek melibatkan tindakan memberi dan sederhana yang melibatkan</p>

C. Tujuan Pembelajaran

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan kesukaan.
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan kesukaan.

D. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru bertatap muka dan mengucapkan salam kepada peserta didik secara langsung. • Guru memimpin peserta didik berdoa bersama sebelum kegiatan belajar mengajar dimulai. • Guru memanggil peserta didik satu persatu untuk mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran dan kegiatan belajar yang akan dilakukan. • Menyampaikan motivasi tentang semangat dan berpikiran positif yang berhubungan dengan mempelajari materi identitas diri. 	10 menit
Inti	<p><i>Pre-test</i></p> <ul style="list-style-type: none"> • Guru memberikan <i>pre-test</i> kepada peserta didik untuk mengetahui pengetahuan siswa terhadap materi yang disampaikan. <p><i>Observing</i></p> <ul style="list-style-type: none"> • Guru memberikan contoh teks identitas diri untuk diamati siswa. • Guru memberikan materi identitas diri melalui power point/ papan tulis. <p><i>Questioning</i></p> <ul style="list-style-type: none"> • Guru memberikan pertanyaan yang berhubungan dengan identitas diri • Peserta didik menjawab pertanyaan yang diberikan oleh guru. • Guru mengulang pertanyaan secara acak untuk memastikan siswa memahami pertanyaan yang dijelaskan oleh guru. <p><i>Associating</i></p> <ul style="list-style-type: none"> • Membahas unsur kebahasaan ucapan, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Peserta didik mengerjakan latihan soal yang diberikan oleh guru. • Guru mengawasi dan membimbing siswa. <p><i>Communicating</i></p> <ul style="list-style-type: none"> • Peserta didik menganalisis informasi penting yang terdapat pada identitas diri. • Peserta didik mendapat koreksi dari guru secara lisan. 	60 menit
Penutup	<ul style="list-style-type: none"> • Setelah melakukan kegiatan pembelajaran 	10

	<p>pada pertemuan ini, peserta didik dan guru melakukan review dari kesulitan-kesulitan ketika mengikuti pembelajaran.</p> <ul style="list-style-type: none"> • Guru menginformasikan pertemuan selanjutnya. 	menit
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E. Penilaian, Pembelajaran Remedial, dan Pengayaan

1. Teknik Penilaian Sikap : Observasi
2. Pengetahuan : a.) Teknik Penilaian : Pre-test dan Post-test
b.) Bentuk Instrumen: Isian singkat
c.) Pedoman penskoran: Setiap jawaban benar diberi skor 4 (empat)
3. Keterampilan : Unjuk kerja dalam bentuk komunikatif lisan

F. Media/ Alat, Bahan dan Sumber Belajar

1. Alat/ Bahan : Android Laptop/ Computer, Powerpoint, Buku panduan Bahasa Inggris kelas VII, LKS Bahasa Inggris Kelas VII dan Internet.
2. Media : Aplikasi forum WA Group.

Mengetahui,

Jepara, 11 Agustus 2022

Guru Bahasa Inggris Kelas 7

Peneliti

Ratna Wijayanti, S.Pd.

Dewi Kurnia Sari

RENCANA PELAKSANAAN PEMBELAJARAN

(Control Class)

Satuan Pendidikan : SMP Negeri 1 Jepara

Kelas/Semester : 7 (Tujuh)/ 1

Mata Pelajaran : Bahasa Inggris

Materi Pokok : My Hobby

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menunjukkan perilaku jujur, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji dan menalar dalam ramah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ramah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD) dan Indikator

Kompetensi Dasar (KD)	Indikator
<p>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga.</p>	<p>3.2.1 Mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p> <p>3.2.2 Mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p> <p>3.2.3 Mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p>
<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.2.1 Peserta didik secara berpasangan transaksional lisan dan tulis dapat melakukan interaksi sangat pendek dan sederhana yang transaksional lisan sangat pendek melibatkan tindakan memberi dan sederhana yang melibatkan</p>

C. Tujuan Pembelajaran

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan kesukaan.
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan kesukaan.

D. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru bertatap muka dan mengucapkan salam kepada peserta didik secara langsung. • Guru memimpin peserta didik berdoa bersama sebelum kegiatan belajar mengajar dimulai. • Guru memanggil peserta didik satu persatu untuk mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran dan kegiatan belajar yang akan dilakukan. • Menyampaikan motivasi tentang semangat dan berpikiran positif yang berhubungan dengan mempelajari materi <i>my hobby</i> 	10 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> • Guru memberikan contoh teks <i>my hobby</i> untuk diamati siswa. • Guru memberikan materi <i>my hobby</i> melalui power point/ papan tulis. <p><i>Questioning</i></p> <ul style="list-style-type: none"> • Guru memberikan pertanyaan yang berhubungan dengan <i>my hobby</i> • Peserta didik menjawab pertanyaan yang diberikan oleh guru. • Guru mengulang pertanyaan secara acak untuk memastikan siswa memahami pertanyaan yang dijelaskan oleh guru. <p><i>Associating</i></p> <ul style="list-style-type: none"> • Membahas unsur kebahasaan ucapan, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Peserta didik mengerjakan latihan soal yang diberikan oleh guru. • Guru mengawasi dan membimbing siswa. <p><i>Communicating</i></p> <ul style="list-style-type: none"> • Peserta didik menganalisis informasi penting yang terdapat pada materi <i>my hobby</i>. • Peserta didik mendapat koreksi dari guru secara lisan. 	60 menit
Penutup	<ul style="list-style-type: none"> • Setelah melakukan kegiatan pembelajaran pada pertemuan ini, peserta didik dan guru melakukan review dari kesulitan-kesulitan ketika mengikuti pembelajaran. • Guru menginformasikan pertemuan selanjutnya 	10 menit

E. Penilaian, Pembelajaran Remedial, dan Pengayaan

1. Teknik Penilaian Sikap : Observasi
2. Pengetahuan : a.) Teknik Penilaian : Pre-test dan Post-test
b.) Bentuk Instrumen: Isian singkat
c.) Pedoman penskoran: Setiap jawaban benar diberi skor 4 (empat)
3. Keterampilan : Unjuk kerja dalam bentuk komunikatif lisan

F. Media/ Alat, Bahan dan Sumber Belajar

1. Alat/ Bahan : Android Laptop/ Computer, Powerpoint, Buku panduan Bahasa Inggris kelas VII, LKS Bahasa Inggris Kelas VII dan Internet.
2. Media : Aplikasi forum WA Group

Mengetahui,

Guru Bahasa Inggris Kelas 7

Ratna Wijayanti, S.Pd.

Jepara, 18 Agustus 2022

Peneliti

Dewi Kurnia Sari

RENCANA PELAKSANAAN PEMBELAJARAN

(Control Class)

Satuan Pendidikan : SMP Negeri 1 Jepara

Kelas/Semester : 7 (Tujuh)/ 1

Mata Pelajaran : Bahasa Inggris

Materi Pokok : My Family

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menunjukkan perilaku jujur, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji dan menalar dalam ramah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ramah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD) dan Indikator

Kompetensi Dasar (KD)	Indikator
<p>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga.</p>	<p>3.2.1 Mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p> <p>3.2.2 Mengidentifikasi struktur teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p> <p>3.2.3 Mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan memberi dan meminta informasi terkait jati diri pendek dan sederhana.</p>
<p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.2.1 Peserta didik secara berpasangan transaksional lisan dan tulis dapat melakukan interaksi sangat pendek dan sederhana yang transaksional lisan sangat pendek melibatkan tindakan memberi dan sederhana yang melibatkan</p>

C. Tujuan Pembelajaran

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan kesukaan.
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan kesukaan.

D. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru bertatap muka dan mengucapkan salam kepada peserta didik secara langsung. • Guru memimpin peserta didik berdoa bersama sebelum kegiatan belajar mengajar dimulai. • Guru memanggil peserta didik satu persatu untuk mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran dan kegiatan belajar yang akan dilakukan. • Menyampaikan motivasi tentang semangat dan berpikiran positif yang berhubungan dengan mempelajari materi <i>my family</i>. 	10 menit
Inti	<p><i>Pre-test</i></p> <ul style="list-style-type: none"> • Guru memberikan contoh teks <i>my family</i> kepada peserta didik untuk mengetahui pengetahuan siswa terhadap materi yang disampaikan. <p><i>Observing</i></p> <ul style="list-style-type: none"> • Guru memberikan contoh teks <i>my family</i> untuk diamati siswa. • Guru memberikan materi <i>my family</i> melalui power point/ papan tulis. <p><i>Questioning</i></p> <ul style="list-style-type: none"> • Guru memberikan pertanyaan yang berhubungan dengan <i>my family</i> • Peserta didik menjawab pertanyaan yang diberikan oleh guru. • Guru mengulang pertanyaan secara acak untuk memastikan siswa memahami pertanyaan yang dijelaskan oleh guru. <p><i>Associating</i></p> <ul style="list-style-type: none"> • Membahas unsur kebahasaan ucapan, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Peserta didik mengerjakan latihan soal yang diberikan oleh guru. • Guru mengawasi dan membimbing siswa. <p><i>Communicating</i></p> <ul style="list-style-type: none"> • Peserta didik menganalisis informasi penting yang terdapat pada materi <i>my family</i> • Peserta didik mendapat koreksi dari guru secara lisan. 	60 menit

Penutup	<ul style="list-style-type: none"> • Setelah melakukan kegiatan pembelajaran pada pertemuan ini, peserta didik dan guru melakukan review dari kesulitan-kesulitan ketika mengikuti pembelajaran. • Guru menginformasikan pertemuan selanjutnya. 	10 menit
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E. Penilaian, Pembelajaran Remedial, dan Pengayaan

1. Teknik Penilaian Sikap : Observasi
2. Pengetahuan : a.) Teknik Penilaian : Pre-test dan Post-test
b.) Bentuk Instrumen: Isian singkat
c.) Pedoman penskoran: Setiap jawaban benar diberi skor 4 (empat)
3. Keterampilan : Unjuk kerja dalam bentuk komunikatif lisan

F. Media/ Alat, Bahan dan Sumber Belajar

1. Alat/ Bahan : Android Laptop/ Computer, Powerpoint, Buku panduan Bahasa Inggris kelas VII, LKS Bahasa Inggris Kelas VII dan Internet.
2. Media : Aplikasi forum WA Group

Mengetahui,

Guru Bahasa Inggris Kelas 7

Ratna Wijayanti, S.Pd.

Jepara, 25 Agustus 2022

Peneliti

Dewi Kurnia Sari

PRE-TEST

Nama :

Kelas :

No :

Directions:

- Write your identities in the box above
- Read the questions or statements before answering

Read the following text carefully!*(Baca teks dibawah ini dengan teliti!)*

Good morning all! In this opportunity, let me introduce myself. My name is Bisma Prasetya. I was born on March 5, 2007. I come from Semarang, but now I live in boarding house in Jepara. I am a student of SMP Negeri 1 Pelita Jaya Jepara. I go to school by my bicycle. My dream is I want to be a successful young entrepreneur because I want to help my mother developing family business. My father is a chemistry teacher and my mother is a cloth entrepreneur. My hobbies are playing football, gymnastics and vacation. If there is a competition, I will be happy to take part as long as it is related to my hobby. That's all I can tell about myself. Thank you for your attention!

Translate these words into Indonesian!*(Terjemahkan kata-kata dibawah ini menggunakan Bahasa Indonesia!)*

1. Boarding house : _____
2. Bicycle : _____
3. Go : _____
4. Entrepreneur : _____
5. Develop : _____
6. Chemistry : _____
7. Gymnastics : _____
8. Vacation : _____
9. Take part : _____
10. Relate : _____

Match the answer below!*(Isilah titik-titik dibawah ini dengan menjodohkan jawabannya!)*

11. Dita : I want to go sleep.
 Jeni : Okay, good night. _____!
 Dita : Good night. Thank you.
12. Suzi : It is 2 o'clock. I have to go to Primagama course. _____
 Ann : See you!
13. Lala : _____, what is your name?
 Sean : Sean.
14. Kim : _____, May I borrow your pencil?
 Lea : Of course. Here you are.
15. Dave : Ouch! You step on my feet.
 Jack : _____

- a. Pardon
 b. Excuse me
 c. Have a nice dream
 d. I am sorry
 e. I have to go

Match the words in the left column with the words in the right!*(Carilah arti dari kata disebelah kiri dengan kata disebelah kanan dengan benar!)*

16. Haunting
 17. Baking
 18. Cousin
 19. Sewing
 20. Nephew

- a. Sepupu
 b. Memanggang
 c. Keponakan laki-laki
 d. Berburu
 e. Menjahit

Match the answer below!*(Isilah titik-titik dibawah ini dengan menjodohkan jawabannya!)*

21. Teacher : Good afternoon, Raka! _____?
 Raka : Good afternoon, Sir!. How do you do.
22. Sukma : You are Abdul, aren't you? Hi _____
 Abdul : Hi, Sukma. Oh I am just fine. How about you?
 Sukma : I am fine too. I am working for that office now.
 Abdul : Really? How lucky you are!
23. My favorite hobby is _____ (memanah).
24. We can do _____ in the mountain.
25. We can do _____ in the beach.

- a. Archery
 b. Hiking
 c. How do you do
 d. How have you been
 e. Surfing

POST-TEST

Nama :

Kelas :

No :

Directions:**Write your identities in the box above****Read the questions or statements before answering****Read the following text carefully!***(Baca teks dibawah ini dengan teliti!)*

Good morning all! In this opportunity, let me introduce myself. My name is Bisma Prasetya. I was born on March 5, 2997. I come from Semarang, but now I live in boarding house in Jepara. I am a student of SMP Negeri 1 Pelita Jaya Jepara. I go to school by my bicycle. My dream is I want to be a successful young entrepreneur because I want to help my mother developing family business. My father is a chemistry teacher and my mother is a cloth entrepreneur. My hobbies are playing football, gymnastics and vacation. If there is a competition, I will be happy to take part as long as it is related to my hobby. That's all I can tell about myself. Thank you for your attention!.

Translate these words into Indonesian!*(Terjemahkan kata-kata dibawah ini menggunakan Bahasa Indonesia!)*

1. Boarding house : _____
2. Bicycle : _____
3. Go : _____
4. Entrepreneur : _____
5. Develop : _____
6. Chemistry : _____
7. Gymnastics : _____
8. Vacation : _____
9. Take part : _____
10. Relate : _____

Match the answer below!

(Isilah titik-titik dibawah ini dengan menjodohkan jawabannya!)

11. Dita : I want to go sleep.
 Jeni : Okay, good night. _____!
 Dita : Good night. Thank you.
12. Suzi : It is 2 o'clock. I have to go to Primagama course. _____
 Ann : See you!
13. Lala : _____, what is your name?
 Sean : Sean.
14. Kim : _____, May I borrow your pencil?
 Lea : Of course. Here you are.
15. Dave : Ouch! You step on my feet.
 Jack : _____

- a. Pardon
 b. Excuse me
 c. Have a nice dream
 d. I am sorry
 e. I have to go

Match the words in the left column with the words in the right!

(Carilah arti dari kata disebelah kiri dengan kata disebelah kanan dengan benar!)

16. Haunting
 17. Baking
 18. Cousin
 19. Sewing
 20. Nephew

- a. Sepupu
 b. Memanggang
 c. Keponakan laki-laki
 d. Berburu
 e. Menjahit

Match the answer below!

(Isilah titik-titik dibawah ini dengan menjodohkan jawabannya!)

21. Teacher : Good afternoon, Raka! _____?
 Raka : Good afternoon, Sir!. How do you do.
22. Sukma : You are Abdul, aren't you? Hi _____
 Abdul : Hi, Sukma. Oh I am just fine. How about you?
 Sukma : I am fine too. I am working for that office now.
 Abdul : Really? How lucky you are!
23. My favorite hobby is _____ (memanah).
24. We can do _____ in the mountain.
25. We can do _____ in the beach.

- a. Archery
 b. Hiking
 c. How do you do
 d. How have you been
 e. Surfing

80

POST-TEST

Nama : Andine Jenne B.p.Kelas : 7BNo : 03**Directions:**

- Write your identities in the box above
- Read the questions or statements before answering

Read the following text carefully!*(Baca teks dibawah ini dengan teliti!)*

Good morning all! In this opportunity, let me introduce myself. My name is Bisma Prasetya. I was born on March 5, 1997. I come from Semarang, but now I live in boarding house in Jepara. I am a student of SMP Negeri 1 Pelita Jaya Jepara. I go to school by my bicycle. My dream is I want to be a successful young entrepreneur because I want to help my mother developing family business. My father is a chemistry teacher and my mother is a cloth entrepreneur. My hobbies are playing football, gymnastics and vacation. If there is a competition, I will be happy to take part as long as it is related to my hobby. That's all I can tell about myself. Thank you for your attention!.

Translate these words into Indonesian!*(Terjemahkan kata-kata dibawah ini menggunakan Bahasa Indonesia!)*

- | | |
|-------------------------|------------------------------|
| 1. Boarding house | : <u>tempat kost</u> |
| 2. Bicycle | : <u>sepeda</u> |
| 3. Go | : <u>Pergi</u> |
| 4. Entrepreneur | : <u>Pengusaha baju</u> |
| 5. Develop | : <u>Mengembangkan</u> |
| 6. Chemistry | : <u>Kimia</u> |
| 7. Gymnastics | : <u>Senam</u> |
| 8. Vacation | : <u>Liburan</u> |
| 9. Take part | : <u>Bagian selanjutnya/</u> |
| 10. Relate | : <u>Asli / nyata</u> |

Match the answer below!*(Isilah titik-titik dibawah ini dengan menjodohkan jawabannya!)*

11. Dita : I want to go sleep.
 Jeni : Okay, good night. c!
 Dita : Good night. Thank you.
 12. ~~Suzi~~ : It is 2 o'clock. I have to go to Primagama course. a
 Ann : See you!
 13. ~~Lala~~ : b, what is your name?
 Sean : Sean.
 14. ~~Kim~~ : e, May I borrow your pencil?
 Lea : Of course. Here you are.
 15. Dave : Ouch! You step on my feet.
 Jack : d

- | |
|----------------------|
| a. Pardon |
| b. Excuse me |
| c. Have a nice dream |
| d. I am sorry |
| e. I have to go |

Match the words in the left column with the words in the right!*(Carilah arti dari kata disebelah kiri dengan kata disebelah kanan dengan benar!)*

- | |
|-------------------------|
| 16. Haunting = <u>d</u> |
| 17. Baking = <u>b</u> |
| 18. Cousin = <u>a</u> |
| 19. Sewing = <u>e</u> |
| 20. Nephew = <u>c</u> |

- | |
|------------------------|
| a. Sepupu |
| b. Memanggang |
| c. Keponakan laki-laki |
| d. Berburu |
| e. Menjahit |

Match the answer below!*(Isilah titik-titik dibawah ini dengan menjodohkan jawabannya!)*

21. Teacher : Good afternoon, Raka! c ?
 Raka : Good afternoon, Sir!. How do you do.
 22. Sukma : You are Abdul, aren't you? Hi d
 Abdul : Hi, Sukma. Oh I am just fine. How about you?
 Sukma : I am fine too. I am working for that office now.
 Abdul : Really? How lucky you are!
 23. My favorite hobby is a (memanah).
 24. We can do b in the mountain.
 25. We can do e in the beach.

- | |
|----------------------|
| a. Archery |
| b. Hiking |
| c. How do you do |
| d. How have you been |
| e. Surfing |

PRE-TEST

Nama	: Andine Jennie B.P.
Kelas	: 7B
No	: 03

Directions:

- Write your identities in the box above
- Read the questions or statements before answering

Read the following text carefully!

(Baca teks dibawah ini dengan teliti!)

Good morning all! In this opportunity, let me introduce myself. My name is Bisma Prasetya. I was born on March 5, 2997. I come from Semarang, but now I live in boarding house in Jepara. I am a student of SMP Negeri 1 Pelita Jaya Jepara. I go to school by my bicycle. My dream is I want to be a successful young entrepreneur because I want to help my mother developing family business. My father is a chemistry teacher and my mother is a cloth entrepreneur. My hobbies are playing football, gymnastics and vacation. If there is a competition, I will be happy to take part as long as it is related to my hobby. That's all I can tell about myself. Thank you for your attention!

Translate these words into Indonesian!

(Terjemahkan kata-kata dibawah ini menggunakan Bahasa Indonesia!)

- | | |
|-------------------|--------------------------------------|
| 1. Boarding house | : <u>Perumahan</u> |
| 2. Bicycle | : <u>Bersepeda</u> |
| 3. Go | : <u>Pergi</u> |
| 4. Entrepreneur | : Bisnis <u>Pengusaha</u> |
| 5. Develop | : <u>Mengembangkan</u> |
| 6. Chemistry | : <u>Kimia</u> |
| 7. Gymnastics | : <u>olahraga</u> |
| 8. Vacation | : <u>model</u> |
| 9. Take part | : <u>lanjut season</u> |
| 10. Relate | : <u>nyato</u> |

Match the answer below!*(Isilah titik-titik dibawah ini dengan menjodohkan jawabannya!)*

11. Dita : I want to go sleep.
 Jeni : Okay, good night. C!
 Dita : Good night. Thank you.
12. Suzi : It is 2 o'clock. I have to go to Primagama course. e
 Ann : See you!
13. Lala : b, what is your name?
 Sean : Sean.
14. Kim : a, May I borrow your pencil?
 Lea : Of course. Here you are.
15. Dave : Ouch! You step on my feet.
 Jack : d

- | |
|----------------------|
| a. Pardon |
| b. Excuse me |
| c. Have a nice dream |
| d. I am sorry |
| e. I have to go |

Match the words in the left column with the words in the right!*(Carilah arti dari kata disebelah kiri dengan kata disebalah kanan dengan benar!)*

- | |
|-------------------------|
| 16. Haunting - <u>d</u> |
| 17. Baking - <u>b</u> |
| 18. Cousin - <u>c</u> |
| 19. Sewing - <u>e</u> |
| 20. Nephew - <u>a</u> |

- | |
|------------------------|
| a. Sepupu |
| b. Memanggang |
| c. Keponakan laki-laki |
| d. Berburu |
| e. Menjahit |

Match the answer below!*(Isilah titik-titik dibawah ini dengan menjodohkan jawabannya!)*

21. Teacher : Good afternoon, Raka! C ?
 Raka : Good afternoon, Sir!. How do you do.
22. Sukma : You are Abdul, aren't you? Hi d
 Abdul : Hi, Sukma. Oh I am just fine. How about you?
 Sukma : I am fine too. I am working for that office now.
 Abdul : Really? How lucky you are!
23. My favorite hobby is a. (memanah).
24. We can do b in the mountain.
25. We can do e in the beach.

- | |
|----------------------|
| a. Archery |
| b. Hiking |
| c. How do you do |
| d. How have you been |
| e. Surfing |

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PRE-TEST

Nama : Aetor Athalla Faeyza

Kelas : 7B

No : 5

Directions:

- Write your identities in the box above
- Read the questions or statements before answering

Read the following text carefully!*(Baca teks dibawah ini dengan teliti!)*

Good morning all! In this opportunity, let me introduce myself. My name is Bisma Prasetya. I was born on March 5, 2007. I come from Semarang, but now I live in boarding house in Jepara. I am a student of SMP Negeri 1 Pelita Jaya Jepara. I go to school by my bicycle. My dream is I want to be a successful young entrepreneur because I want to help my mother developing family business. My father is a chemistry teacher and my mother is a cloth entrepreneur. My hobbies are playing football, gymnastics and vacation. If there is a competition, I will be happy to take part as long as it is related to my hobby. That's all I can tell about myself. Thank you for your attention!.

Translate these words into Indonesian!*(Terjemahkan kata-kata dibawah ini menggunakan Bahasa Indonesia!)*

- | | |
|-------------------|----------------------------------|
| 1. Boarding house | : Rumah kontrakan/apartemen |
| 2. Bicycle | : Sepeda |
| 3. Go | : Pergi |
| 4. Entrepreneur | : Pemilik Pengusaha |
| 5. Develop | : Membangun |
| 6. Chemistry | : Kimia |
| 7. Gymnastics | : olahraga |
| 8. Vacation | : Jalan-jalan/liburan |
| 9. Take part | : Menjadi bagian/menjadi peserta |
| 10. Relate | : Sesuai |

Match the answer below!

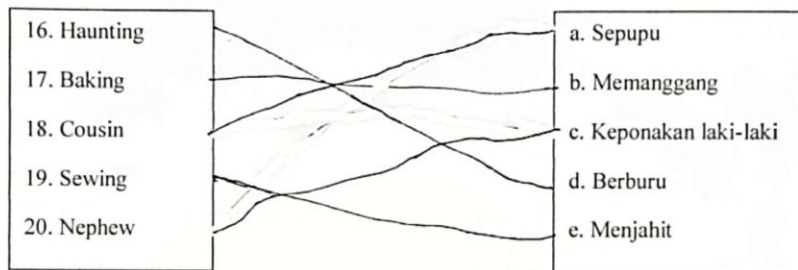
(Isilah titik-titik dibawah ini dengan menjodohkan jawabannya!)

- 11. Dita : I want to go sleep.
 Jeni : Okay, good night. Have a nice dream
 Dita : Good night. Thank you.
- 12. Suzi : It is 2 o'clock. I have to go to Primagama course. _____
 Ann : See you! I have to go
- 13. Lala : Pardon, what is your name?
 Sean : Sean.
- 14. Kim : Excuse Me, May I borrow your pencil?
 Lea : Of course. Here you are.
- 15. Dave : Ouch! You step on my feet.
 Jack : I am sorry

- a. Pardon
- b. Excuse me
- c. Have a nice dream
- d. I am sorry
- e. I have to go

Match the words in the left column with the words in the right!

(Carilah arti dari kata disebelah kiri dengan kata disebelah kanan dengan benar!)



Match the answer below!

(Isilah titik-titik dibawah ini dengan menjodohkan jawabannya!)

- 21. Teacher : Good afternoon, Raka! How have you been?
 Raka : Good afternoon, Sir!. How do you do.
- 22. Sukma : You are Abdul, aren't you? Hi how do you do
 Abdul : Hi, Sukma. Oh I am just fine. How about you?
 Sukma : I am fine too. I am working for that office now.
 Abdul : Really? How lucky you are!
- 23. My favorite hobby is Archery (memanah).
- 24. We can do Hiking in the mountain.
- 25. We can do Surfing in the beach.

- a. Archery
- b. Hiking
- c. How do you do
- d. How have you been
- e. Surfing

POST-TEST

Nama : Azzar Azzalva Faeyza
Kelas : 7B
No : 5

Directions:

- Write your identities in the box above
- Read the questions or statements before answering

Read the following text carefully!

(Baca teks dibawah ini dengan teliti!)

Good morning all! In this opportunity, let me introduce myself. My name is Bisma Prasetya. I was born on March 5, 1997. I come from Semarang, but now I live in boarding house in Jepara. I am a student of SMP Negeri 1 Pelita Jaya Jepara. I go to school by my bicycle. My dream is I want to be a successful young entrepreneur because I want to help my mother developing family business. My father is a chemistry teacher and my mother is a cloth entrepreneur. My hobbies are playing football, gymnastics and vacation. If there is a competition, I will be happy to take part as long as it is related to my hobby. That's all I can tell about myself. Thank you for your attention!

Translate these words into Indonesian!

(Terjemahkan kata-kata dibawah ini menggunakan Bahasa Indonesia!)

- | | |
|-------------------|-------------------------------------|
| 1. Boarding house | : Rumah kost |
| 2. Bicycle | : Sepeda |
| 3. Go | : Pergi |
| 4. Entrepreneur | : Pengusaha |
| 5. Develop | : Mengembangkan |
| 6. Chemistry | : Kimia |
| 7. Gymnastics | : Olahraga senam |
| 8. Vacation | : berlibur |
| 9. Take part | : menjadi menjadi bagian |
| 10. Relate | : Sesuai |

Match the answer below!

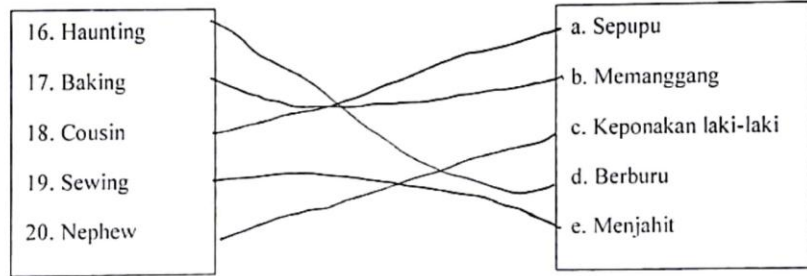
(Isilah titik-titik dibawah ini dengan menjodohkan jawabannya!)

11. Dita : I want to go sleep.
 Jeni : Okay, good night. Have a nice dream!
 Dita : Good night. Thank you.
12. Suzi : It is 2 o'clock. I have to go to Primagama course. I have to go
 Ann : See you!
13. Lala : Pardon, what is your name?
 Sean : Sean.
14. Kim : Excuse me, May I borrow your pencil?
 Lea : Of course. Here you are.
15. Dave : Ouch! You step on my feet.
 Jack : I am sorry

- | |
|----------------------|
| a. Pardon |
| b. Excuse me |
| c. Have a nice dream |
| d. I am sorry |
| e. I have to go |

Match the words in the left column with the words in the right!

(Carilah arti dari kata disebelah kiri dengan kata disebalah kanan dengan benar!)



Match the answer below!

(Isilah titik-titik dibawah ini dengan menjodohkan jawabannya!)

21. Teacher : Good afternoon, Raka! How do you do
 Raka : Good afternoon, Sir!. How do you do.
22. Sukma : You are Abdul, aren't you? Hi how have you been
 Abdul : Hi, Sukma. Oh I am just fine. How about you?
 Sukma : I am fine too. I am working for that office now.
 Abdul : Really? How lucky you are!
23. My favorite hobby is archery (memanah).
24. We can do hiking in the mountain.
25. We can do surfing in the beach.

- | |
|----------------------|
| a. Archery |
| b. Hiking |
| c. How do you do |
| d. How have you been |
| e. Surfing |



UNIVERSITAS PGRI SEMARANG

FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi :

- > Pendidikan Bahasa dan Sastra Indonesia
- > Pendidikan Bahasa Inggris
- > Pendidikan Bahasa dan Sastra Daerah

Alamat :

Jalan Gajah Raya Nomor 40
 Telepon (024) 8316377 – Faksimile (024) 8448217
 Semarang - 50125

Nomor : 74/IP/FPBS/VII/2022

Semarang, 21 Juli 2022

Lampiran : 1 (satu) berkas

Perihal : **Permohonan izin penelitian**

Yth. Kepala SMP Negeri 1 Jepara
 di Jepara

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Dewi Kurnia Sari

N P M : 18420030

Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

Improving Students' Vocabulary By Using Word Wall Strategy To The 7th
 Graders Of SMP Negeri 1 Jepara

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan
 memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.



Dr. Asropah, M.Pd.
 NPP 936601104



KARTU BIMBINGAN FINAL PROJECT

MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : DEWI KURNIA SARI

NPM : 18420030

FAK/PRODI : FPBS / PENDIDIKAN BAHASA INGGRIS

DOSEN PEMBIMBING 2 : FITRI YULIANTI, S.Pd., M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING
1.	11 Maret 2022	Jurnal : rektise.	
2.	21 Maret 2022	Jurnal : ok.	
3.	22 April 2022	Proposal : reviset (1)	
4.	19 Mei 2022	Proposal : revised (2)	
5.	2 Juni 2022	Proposal : ok.	
6.	29-9-2022	Ch. I - III : revised (1)	
7.	4-10-2022	Ch. I - III : ok.	
8.	5-10-2022	Ch. IV - V : revised	
9.	7-10-2022	Ch. IV - V : ok.	
10.	11-10-2022	Ch. I - V + extra pgs : ok.	
11.	12-10-2022	60 an examination!	



PEMERINTAH KABUPATEN JEPARA
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 1 JEPARA

Jl. Sersan Sumirat No.3 Telp. (0291) 591160 Jepara, Kode Pos. 59416
 Email : smpone@yahoo.com

Surat Keterangan Penelitian
Nomor : 070 / 876

1. Yang bertanda tangan dibawah ini :
- Nama : Basuki, S.Pd
 - NIP : 19700306 199512 1 003
 - Pangkat/Golongan : Pembina IV A
 - Jabatan : Kepala Sekolah

Menerangkan bahwa :

- Nama : Dewi Kurnia Sari
- NPM : 18420030
- Fakultas : FPBS
- Program Studi : Pendidikan Bahasa Inggris

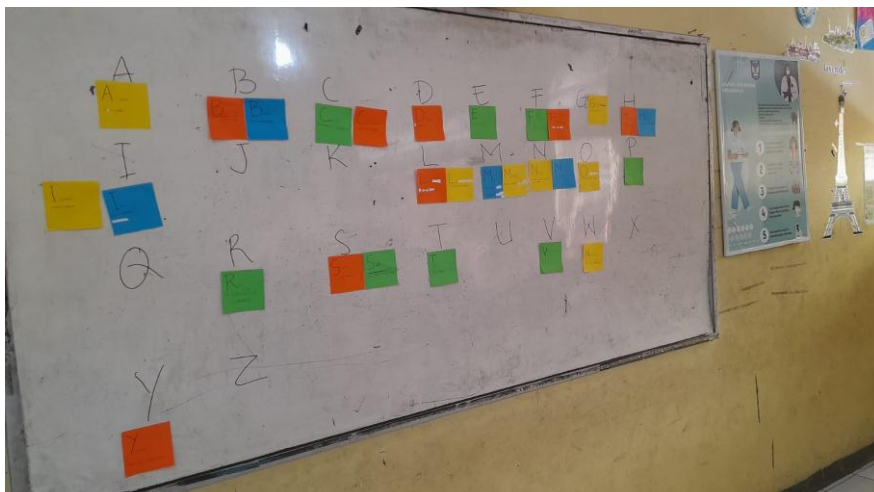
2. Benar-benar telah melaksanakan penelitian di SMP Negeri 1 Jepara dengan Judul :
- “Improving Students Vocabulary By Using Word Wall Strategy To The 7th Graders Of SMP Negeri 1 Jepara“**

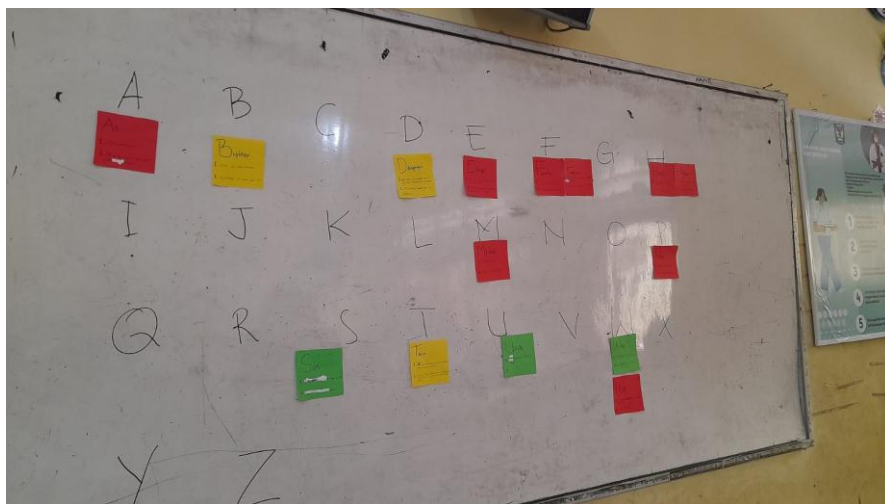
Demikian surat keterangan penelitian ini kami buat guna seperlunya.

Jepara, 29 Agustus 2022

Kepala Sekolah









YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
 FAKULTAS PENDIDIKAN BAHASA DAN SENI
UNIVERSITAS PGRI SEMARANG
 Kampus : Jalan Sidadadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377
 Faks. (024)8448217 Website: www.upgris.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 11 November 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
Jabatan : Ketua
2. Nama : Dr. Jafar Sodik, S.Pd, M.Pd.
Jabatan : Sekretaris
3. Nama : Dr. Senowarsito, M.Pd
Jabatan : Anggota (Penguji I)
4. Nama : Fitri Yulianti, S.Pd., M.Pd.
Jabatan : Anggota (Penguji II)
5. Nama : Th. Cicik Sophia B, S.S., M.Pd.
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama	: Dewi Kurnia Sari	Fakultas	: FPBS
N.P.M	: 18420030	Program Studi	: Pendidikan Bahasa Inggris
		Program Pendidikan	: Strata 1

Judul Skripsi :
 IMPROVING STUDENTS' VOCABULARY BY USING WORD WALL STRATEGY TO THE 7TH GRADERS OF
 SMP NEGERI 1 JEPARA

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketda,

Dr. Asropah, M.Pd.

Sekretaris,

Dr. Jafar Sodik, S.Pd, M.Pd.

Penguji I,

Dr. Senowarsito, M.Pd

Penguji II,

Fitri Yulianti, S.Pd., M.Pd.

Penguji III,

Th. Cicik Sophia B, S.S., M.Pd.

