

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter presents the finding and discussion of research. The data collected from the observation, interview, and documentation which are discussed based on the theory and concept from the previous chapter. This chapter is presented based on the research problem stated in the first chapter.

The researcher explains about how does the English teacher of MTs Kholafiyatul Mustarsyidin Camplong Sampang use words wall media to teach 8th graders and what are the advantages of using words wall media to the 8th graders vocabulary mastery at MTs Kholafiyatul Mustarsyidin Camplong Sampang

A. Result of Research

To obtain the data to answer two research problems, the researcher did observation during the English teacher used Words Wall media in teaching English vocabulary for eight graders. The researcher conducted the observation three times in different class when the materials schedule for second meeting in second semester on Wednesday, 11th January 2021, Saturday, 18th January 2021, and 25th January 2021. The researcher did the observation as non-active participant because the teacher applied the media to the students. Because of the pandemic, to prevent spread of covid-19, teaching learning process cut off just an 30 minutes start from at 07.00-07.30 AM, once on a week. The school's policy divides 2 classes become three classes which consist 16 students in every class. Two class for female students

and 1 class for male students at MTs Kholafiyatul Mustarsyidin Camplong Sampang. The researcher took all of the class to collect the data.

1. The use of Words Wall Media on Teaching English Vocabulary for Eight Graders at MTs Kholafiyatul Mustarsyidin Camplong Sampang.

The researcher describes observation based on the teaching learning process at the classroom.

a. The First Observation

On Monday, 11th January, 2021¹. The teacher and the researcher comes in together at A class room. The class consists 16 male students. The researcher sits down on behind the students while the teacher prepares the activities by Salam greeting. The class starts at 07.00-07.30 AM, the teacher teaches English material by introduce English vocabulary of Zoo Animal Materials use words wall media. There are three steps activities explained as follows:

1) Pre-teaching about 5 minutes.

- a. The teacher greets to the students by Saying Salam, and after that short praying as opening the class meeting.
- b. The teacher asks the topic to make sure the students prepared the material which is noted the previous meeting.
- c. After the students mention the topic. The teacher divides 3 groups, each groups consist 5 and 6 students.

¹The researcher observed on Wednesday, 11th January, 2021 att 07.00 AM in A Class of eight Grade MTS MustarsyidinCamplongSampang.

2) Whilst-teaching about 20 minutes.



Picture 1. The teacher gives new vocabulary each groups to discuss it for each member of group.

The picture 1 about show that the teacher gives some vocabulary about name of animals relates on book picture. Every students is really attractive to read it. To shorten the time, because the teacher and the students have limit time. The teacher warms up Zoo Animal Material by using Words Wall media.

The teacher asks, “Did you ever visit Zoo? or did you ever meet the animal around your life?”. After that the students answer it honestly. There are various answers by students. The teacher explains the material theme is zoo animal. The teacher mentions kind of animals on Rings a Bells book consists tiger, bear, monkey, giraffe, liger, lion, deer, crocodile, elephant, rabbit, and snake. The teacher asks animal food, weight and height of animals, which are wild or not animals. The teacher identifies the animal to make students remember and hard thinking. After explained, the teacher mentions it one by one animal and spell it correctly. The students repeat it.



Picture 2. The students make discuss new vocabulary on few context

After that, based on picture 2. The teacher gives rules to make enjoy learning by students using words wall media. “You have to discuss with your members about the character these animal. Example, elephant. As you know that elephant is big animal and they are so heavy, they eat grass. You can remember these elephant’s characters. Do you understand?” asked the teacher to students. The students answer it carefully.

There are two students who ask the teacher with kind of this questions, “Mom, if we don’t know the English vocabulary every characters what should we do? And could we just mention name of these animal (pointing his book) without guessing the animal’s character as you told as before?” asked the students. The teacher answers two questions with the reason that the students must be guessing animal’s character by saying in English vocabulary if the students don’t know the vocabulary, the students must open their vocabulary independently or can ask the teacher.

The teacher says that guessing vocabulary is really important to critics thinking and add new vocabulary. Meanwhile, the teacher explains

material and the students look and listen carefully. When the students discuss about new vocabulary that given by the teacher. After that the students discuss new vocabulary on few context each groups. The class is really noisy.



Picture 3. The students make a sentence by using new vocabulary during independent work

Based on Picture 3. After the students discuss with each member of the groups, the students start to make it into sentence independently each groups. The class begins so calm down. Within 5 minutes, the teacher checking the attendance and choosing one by one volunteer of the groups.



Picture 4. The volunteer of the groups writes the member's answer by sentence on words wall and spell it front of the class and the students listen the answer on sentence carefully each groups

According to picture 4. The teacher chooses the volunteer of the groups writes the member's answer by sentence on words wall. Mahmudi as the volunteer of the group 1 writes his answer on the wall. After that he spells one animal and explains its characters. The next picture shows that Mahmudi can answer correctly. "Lion eats meat" is the correct one.



Picture 5. The teacher asks to students true/false answer on words wall list

According to picture 5. The teacher asks to students true or false about the answer after all of volunteer of the groups answer in front of the class. The teacher gives chances to the students correct the sentence on the words wall list that is wrong spelling and pronouncing carefully. The other sides, the students listen the answer on sentence carefully each groups.



Picture 6. The teacher asks to students relate the theme material

According to picture 6. After the teacher explains the reason of the true answer. The teacher open Question and Answers(Q & A) to students relate the theme material that have just discussed.

3) Post-teaching about 5 minutes.

a. The teacher suggests to the students for memorizing and understanding every vocabulary about Zoo Animal. For making students easier to remember. The students must know the animal characteristics and the key point of animals.

b. The teacher gives feedback and close the meeting by saying Al-Hamdalah together.

b. The Second Observation

On Monday, 18th January 2021. The researcher did observation to B Class consists 16 female students. The activity conducts similar implementation like A class before such as the researcher sits down on behind the students while the teacher prepares the activities by Salam greeting. The class starts at 07.00-07.30 AM, the teacher teaches English material by introduce English vocabulary of Zoo Animal Materials used words wall media².

c. The Third Observation

On Monday, 25th January 2021. The researcher did observation to C Class consists 16 female students. The activity conducts similar implementation like A and B class before such as the researcher sits down on behind the students while the teacher prepares the activities

²The researcher observed on Monday, 18th January 2021, 2021 at 07.00 AM in B Class of eight Grade MTS MustarsyidinCamplongSampang.

by Salam greeting. The class starts at 07.00-07.30 AM, the teacher teaches English material by introduce English vocabulary of Zoo Animal Materials used words wall media³.

Based on the observation, the researcher found many interesting activity that did by students. The basic impacts applying words wall media that makes students so attractive during the class. The classroom activities a life. There is active participation among the teacher and the students. Even the teacher applies similar media to teach English vocabulary for eight graders at A, B, C Class. The researcher observed the lessons running effectively. The students interest to learn by words wall media. It can be seen from the student's participation in the class, the student feel interested, enjoy and more active in the class.

According to Picture 7 below. The basic reason the teacher used words wall media. Because this media is easy to make, the teacher just needs to prepare carton paper, scissors, glue, and printed picture. This media stoles students' pay attention by the visual picture and create curiosity of the students' to fill in the gap words in sentence. At least not the last, words wall media can attract students' critical thinking to easily remember. It can make students understand the material easily. Musarrofah as English Teacher stated in the following statement⁴:

³The researcher observed on Monday, 25th January 2021 at 07.00 AM in A Class of eight Grade MTS MustarsyidinCamplongSampang.

⁴Musarrofah, English teacher of eight grade, interviewed at 10.00 AM on 15th February 2021 in teacher office.



Picture 7. Researcher interview with English teacher eight graders

“The reason why I used Words Wall media because I desire to instruct students’ interest to better understanding and memorizing English vocabulary by its visual creates of Words Wall media on the wall. I used it twice in 2 meeting lastly. I know that my students have difficulties to learn English due to their reasons. Few of students said that English is difficult by its pronunciation and writing is not similar. It is tough to memorize by them. According these reasons I want to make them love to study English without any difficulties and cheerful of motivation. Words Wall is best media to motivate them and for sure, this media won’t make students sleepy and create students’ critical thinking. Maybe for weakness is this media need a cost for printed and made.”

When the researcher asks how many times she use words wall media. She answers 2 times in every meeting. The last semester used this media directly and the first meeting directly of second semester is the second used. The teacher stated words wall media is effective way to make students doesn’t sleepy in the classroom activity.

“I found words wall media on internet and I think it is suitable with the student who usual sleepy in the class. So they can’t sleepy.”⁵

⁵Musarrofah, English teacher of eight grade, interviewed at 10.00 AM on 15th February 2021 in teacher office.

2. The Advantages of Using Words Wall Media to the 8th Graders Vocabulary Mastery at MTs Kholafiyatul Mustarsyidin Camplong Sampang

After the researcher observed three class teaching and learning in the class room. The researcher needed to wait few days to get interview with students. Because of the school policy given limited time to researcher. So after the students end the classroom, they must be back to their home or boarding school. To take the interview every meeting from students according to interview guidelines about the material that just explained by the teacher. The data takes directly the use of words wall media is effective or not by students response.

There are three class (A, B, C) of eight grade. Every class consist 16 students. The researcher took randomly 3 students every class for every group who consists 1 active student, 1 passive student, and 1 active-passive student. The total of interviewer is 9 students. These below is the data interviews:

The students' opinion about used of Words Wall media is one of important thing in this research because it can help the researcher to know whether the media is effective or quit effective.

Based on the interview in the A, B, and C class room eight grade MTS Kholafiyatul Mustarsyidin Camplong Sampang that the researcher did, there are some responses that the students done before than they received the material from the teacher and faced during the activities in teaching learning process in the class. The interview did happen after few

days after media used in the class. **Siti Nur Halima** at B class of eight grade stated that her English teacher is the one teacher who use Words wall media in teaching material. This media lastly used last semester. She is really enthusiasm to study by using Words wall media. Due to some reason, first, when the teacher used it in the class room, the lesson passed it well. Second, By using words wall media she motivated to learn English easily. Lastly, visualize picture make she more easy to remember vocabulary. She said that:



Picture 8. Interview with Siti Nur Halima as Student

“My English teacher is the first teacher used this media. My English teacher use twice in English meeting, I forgot when we did, but the first meeting yesterday she used it again. If vocabulary topic begins, she used it. I really happy my English teacher used this media because it makes me more cheerful to study English like a bomb of spirit there is in my soul. How can I describe this media, hmm, the power of this media is lettering. One vocabulary writes in letter and attempt on the wall. So we can know filling letter every words and its spell also pronunciation. Also there is a picture which describe the vocabulary. So I can easy to member. But I think the weakness is this media quit difficult to face with students who has low confident to stand in front of the class. However they must answer when our teacher pick us. But for me I can handle it by myself.”⁶

⁶Interview, SitiNur Halima as eight grader at MTs kholafiyatulMustarsyidinSampang on Wednesday, 20th January 2021 in the B class.

Similar with statement of Siti Nur Halima, **Siti Masruroh** from C class stated that the English teacher used words wall two times. She enjoys the class room when the teacher used words wall media.



Picture 9. Interview with Siti Masruroh as Student

“As long as I know, my English teacher used this media two times. The other teacher doesn’t use it and they usually do use any media in teaching, or like lecturing write the material on white board, it’s traditional method. Sometimes make us bored and sleepy. During this pandemic, by using words wall media makes us entertaining with some discussion, guessing word, and when sometimes my friend did wrong answer and it makes us laugh together. Notes in point after the teacher used words Wall, I realize that I enjoy learning English and I start to more like English than before. I will study hard. Maybe for weakness of this media, I must spell every single letter in every word because I must write it on my book. But it’s tough for me because between spelling and pronunciation is different.”⁷

Aldiansyah also has similar opinion about the English teacher use words wall media at least 2 times. He is happy and relaxed learning English vocabulary using words wall. He can’t sleep in the class because the class is active.

⁷Interview, SitiMasruroh as eight grader at MTs kholafiyatulMustarsyidinSampang on Friday, 29th January 2021 in the C class.



Picture 10. Interview with Aldiansyah as Student

“Now days during the pandemic covid-19 our teacher does not use various media teaching material. But yesterday my English teacher use words wall media. The material attempted it on wall-paper. We have to guess and write it on the wall. I am so happy. I just know that learning English will be fun like yesterday. Sometimes there part of my friend feel bored. But the last English class meeting, there is no one who sleep or sleepy during English class. All of my friends is talk-active. Maybe because my teacher use this media, and she can handle the class. I am so thankful for her.”⁸

In line with Aldiansyah, **Zainatul Habibah** have same opinion about students enthusiasm she stated that:



⁸Interview, Aldiansyah as eight grader at MTs kholafiyatulMustarsyidinSampang on Thursday, 21th January, 2021 in the A class.

Picture 11. Interview with Zainatul Habibah as Student

“English Class lastly really fun. I enjoy the lesson because my teacher used Words Wall media. This media makes enthusiasm all of students. Sometimes they are too sleepy facing the lesson, but English class always cheerful of the spirit. Every words of vocabulary attempt on the paper Wall – on white board-, I can see every letters of the vocabulary clearly. The picture of vocabulary helps me to rebuild my vocabulary. Even though I seat on the corner. I love this media. Hopefully, the other teacher used similar media in teaching.”⁹

Zainatul Habibah opinion above is supported by **Qurrotul Aini** opinion whose statement is as below:



Picture 12. Interview with Qurrotul Aini as Student

“English lesson meeting makes me happy. My English teacher use this media to make us happy studied English vocabulary. Also the teacher doesn’t focus on book material but there is challenging discussion to work together with my group, I can see the picture every vocabulary to describe what can be remembered. There is attachment picture on the wall and the teacher shows us how to rearrange and pronounce it in the sentence. We can know how to write every words because my teacher ask us to spell in one by one until we can remember that word and finally write in the sentence. It’s not easy because our have limited time, but I pass it well”¹⁰

That statement supported by **Zely Nadiatus Salwa**:

⁹Interview, ZainatulHabibah as eight grader at MTs kholafiyatulMustarsyidinSampang on Friday, 29th January 2021 in the C class.

¹⁰Interview, QurrotulAini as eight grader at MTs kholafiyatulMustarsyidinSampang on Wednesday, 20th January, 2021 in the B class.



Picture 13. Interview with Zely Nadiatus Salwa as Student

“First of all, English meeting makes my heart beat fast. Because the teacher challenges us to fill in the gap of word in the sentence. But finally I face it, my group member help me how to pronounce it and the picture of vocabulary recalling my memorizing. I think English class will not make me sleep cause of this media used. This media is really fun better than the other teacher use LCD projector to explain the lesson. But for weakness of this media is I type of student who doesn’t like noisy class when I study but over all I love studying with words wall media because I like to see the picture of vocabulary”¹¹

The opinion of **Andi Yulianto** quite similar with Zely, he stated that:



Picture 14. Interview with Andi Yulianto as Student

¹¹Interview, ZelyNadiatusSalwa as eight grader at MTs kholafiyatulMustarsyidinSampang on Wednesday, 20th January, 2021 in the B class.

“I love this media. Words wall media help me to rebuild my English vocabulary and how to pronounce it. But the weakness of this media makes students noisy. The students run attractively in learning process.”¹²

The opinion above is almost the same as **Nur Hasanah** opinion who answers the question said that:



Picture 15. Interview with Nur Hasanah as Student

“Oh, this media called by Words Wall media. I just known it. It really helps my learning process. I am easy to memorize, to spell, and to pronounce. It makes me confident to develop my speaking. But I really nervous when the teacher ask me to answer every questions. I am afraid to answer incorrectly and makes me embraced what I did.”¹³

Stated by **Ahmadi**, he is hope that the teacher give more time to study.

¹²Interview, AndiYulianto as eight grader at MTs kholafiyatulMustarsyidinSampang on Thursday, 21th January, 2021 in the A class.

¹³Interview, NurHasanah as eight grader at MTs kholafiyatulMustarsyidinSampang on Friday, 29th January 2021 in the C class.



Picture 16. Interview with Ahmadi as Student

“I am helped learning English by using words wall media. I can reach my critical thinking across it and also develop my vocabulary. If the time doesn’t limit us, we can learn English more long duration.”¹⁴

A number of students at A, B, and C Class of Eight grade stated that Words Wall can make them to rebuild their vocabulary, convey their understanding and sharpen mind in guessing every words that the teacher ask to them. The power of visualization of this media creates students imaginations and saved it into the students’ memory. The understanding meaning is really helpful to develop their speaking. But besides of that this there are some weakness such as part of students disturb with the another students who makes noisy interaction and a number of male and female students quite confident to show up their self in front of the class. Hence, the students need to make them usual by this media. Because this media is really helpful.

¹⁴Interview, Ahmadi as eight grader at MTs kholafiyatulMustarsyidinSampang on Thursday, 21th January, 2021 in the A class.

B. Discussion of Research

1. The Use of Words Wall Media to Teach Vocabulary on the 8th Graders at MTs Kholafiyatul Mustarsyidin Camplong Sampang.



Picture 17. Words Wall media theme Zoo Animal on Ring in Bell Book.

According to Jennifer Cronsberry's Book, A words wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom¹⁵. Beside of the words wall media uses in teaching English vocabulary for eight graders at MTs Kholafiyatul Mustarsyidin Camplong Sampang, the teacher uses cartoon paper which attempt on whiteboard as media (Picture. 17). There are vocabulary which attempt on the wall-paper. The words are printed in a large font so that they are easily visible from all student seating areas. English teacher at Eighth grade for junior high school of MTs Kholafiyatul Mustarsyidin Camplong Sampang prints the picture of wild and tame animal that suitable with Ring

¹⁵Jennifer Cronsberry, *Word Walls: A Support for Literacy in Secondary School Classrooms* (Portland: CFC, 2004). P. 3

in a Bell Book and attempt on the wall. On second semester, the teacher starts to teach the students about kinds of Zoo Animal which includes tame and wild animal. There are Bear, Tiger, Lion, Crocodile, Snake, Monkey, Giraffe, Rabbit, Deer, and Elephant. These vocabulary is called by productive vocabulary. Eight graders start to product vocabulary through writing and speaking. So the children in age fourteen can use logical reasoning and they include productive vocabulary. The children have been able to use vocabulary of about 2500 words, and the child understands about 6000 words.

It means that words wall media can be called by instructional media to help students' learn English vocabulary easily by the teacher's instruction according to visual aids, picture on the wall. This statement similar Esti Puspita after conduct similar study about words wall media. She stated that Words Wall Media is one kind of wonderful visual teaching aids on tools that can be used by the teacher in teaching vocabulary¹⁶. The teacher divides three activities when she uses words wall media. It consists of whole activities, group activities, and individual activities. By combining three activities makes effective learning process for the students. In group activities, the teacher uses words pictures way, it means working in teams, students select one of the words from the words wall and illustrate it on the board or on chart paper. The opposing team gets a point for a correct guess and illustrates another word¹⁷. According to observation in the class room

¹⁶Esti Puspita and R Muhajir, "Teaching Vocabulary through Word Wall: A Qualitative Study Conducted at the Fifth Grade Students of a Public Elementary School in Bogor," *Ibn Khaldun University of Bogor*, n.d. P. 13

¹⁷Ibid. P., 8

activity. The teacher has limited time to teach the material about 30 minutes. After salam and Praying together, the teacher asks to students to make some groups include 5-6 students in every group. The teacher instructs to students to open the dictionary that was reminded before the meeting begins. During the teacher giving vocabulary-paper to every group. The students start to read their vocabulary just given by teacher. Hence, between the theories how to use words wall in group activities on Jennifer Book is similar with applying words wall in teaching class room.

After the teacher asks some questions relate with Zoo Animal to the students. The teacher explain general characteristic of the wild and tame animals. The class begins so active participation. The teacher gives one example such as “This animal has long neck. Who is this animal?” the class said “Giraffe” and then, the teacher said, “God job, students” after the teacher told Giraffe’s physical characteristic and given some word appreciation, the teacher pointing the picture on the wall-paper and attempt above the animal picture. “Okay, we should spell it together. G-I-R-A-F-F-E. How many letter in this giraffe’s word?” asked the teacher. The student answered, “8 letters. Let’s we pronounce it together. Giraffe!”. “Good, after you spell and pronounce it. You need to write it. Remember please! Giraffe has long neck and 8 letters in a word. You need to find the other giraffe characteristics such as giraffe eats grass, one of tame animal, and etc. Do you understand?” asked the teacher. “Yes, I understand”. “You probably would do similar way to find and guessing the other animal. It will make your brain remember easily. You can discuss it with your member and write

down on each book individually. I will give you 3 minutes to finish it. If you don't know the vocabulary you can check your dictionary and ask to me", the teacher explained clearly. Meanwhile, the students discuss with member of each group to guess animal characteristic and write it on their book individually. After 3 minutes, the teacher checking attendance and pointing the volunteer of the group randomly. The volunteer of the group do similar activities that teacher did before. The activities above is called by individual activities. according to Jennifer book, it is called by Concept Ladder. It means Students place a word wall word at either the top or the bottom of a ladder image. In each successive part of the ladder, students fill in information about a different aspect of the word, e.g., what is it like, what is it opposite of, where is it found, how is it used"¹⁸.

The last activities is whole class activities in using words wall media. In Whole activities, the teacher uses Visiting Word, Missing Word, and Quick Definitions¹⁹. After students have worked on a word wall for a substantial period of time, add a "visiting" word. This encourages students to do a review of the word wall as they hunt for the new word. Present the visiting word as the new word for the day. Take one of the words off the word wall and rearrange the remaining words. Students scan the word wall and figure out which word is missing. Give clues to help to determine the missing word. Provide a definition (orally and/or written on the board) of one of the word wall words. Students choose and write the word to match

¹⁸Jennifer Cronsberry, *Word Walls: A Support for Literacy in Secondary School Classrooms* (Portland: CFC, 2004). P. 11

¹⁹Jennifer Cronsberry, *Word Walls: A Support for Literacy in Secondary School Classrooms* (Portland: CFC, 2004). P. 7

the definition. Repeat the process encouraging students to review all the words as they select the answer. In teaching English vocabulary in class room, the teacher asks all volunteer of the group answer in front of the class. The teacher ask to student which is correct and incorrect answer. Between the teacher and the students correct it together. Hence, final teaching the teacher re-call all of zoo animal to make students remember clearly and say salam. The students so enthusiasm until at the end of the class. The whole activities explains clearly as the observation result above.

Based on the teaching and learning vocabulary above, the teacher managed the time effectively even though the time is too short. The use of words wall media really help the teacher in teaching vocabulary. This media lastly applied for eight graders and she thinks it probably good media to make effective learning. After the interviewed, she stated that words wall media won't make student sleep and sleepy in the class because the steps activity that should the students did. However by thinking hard to guess animal characteristics will make them focus and remember the animal its.

“Words Wall is best media to motivate them and for sure, this media will not make students sleepy and create students’ critical thinking”²⁰

According to observation that the researcher observed three class at eight grade Junior High School at MTs Kholafiyatul Mustarsyidin Camplong Sampang. There is no different application that teacher teaches the students. The researcher found all of the students in three class A, B, and C class of eight grade was so enthusiasm and happy in learning

²⁰Interviewed directly by Musarrofah at MTs kholafiyatulMustarsyidin Office on 15thFebruary 2021 at teacher office.

English vocabulary in the class room. At the previous subject before or after the English subject begins there are many students who sleepy and sleep in the class because the teacher doesn't use any media in teaching material. After comparing between the theories and applying words wall media in the class room activities. The researcher states both of the theories and implementation suitable and there is no gap of the studies. The researcher concluded that teaching English vocabulary by using words wall media runs effective learning.

2. The Advantages of Using Words Wall Media to the 8th Graders Vocabulary Mastery at MTs Kholafiyatul Mustarsyidin Camplong Sampang

By interviewing to correspondent as students eight grade at MTs Kholafiyatul Mustasyidin based on interview guidelines. The interview was taken a few days after English subject meeting. Every class has different schedule. Based on the data interview which was collect one on one interview randomly about 9 students in three classes. Words wall media has mental conditions. The strength are using words wall media that first, the students have some improvement of showing students' confident. When the students pick up randomly by teacher, they must be stand up in front of the class to attempt and write the answer. The doesn't prefer active or passive student, they picked randomly. So students must have enough confidence.

According to interview that mention by Siti Nur Halima, the student who has low confident to show their self difficulties in answering.

This statement supported by Nur Hasanah statement that she has not enough confidence to write down her answer. She is afraid whose incorrect answer and make her embrace to her friends. But the disadvantages of this media is that the teacher must give supporting motivation more longer but limited time did not make it happens. Besides of that, the student who has low confidence will usual to train their self and have full of confidence.

Second, to make the students is easy to remember vocabulary because of supporting by visualize picture of the animal. Jennifer C stated that Each year students must learn and use thousands of new words in their various subject discipline studies. The students require to perform complex tasks using new vocabulary. The use of a word wall in a classroom can be a highly effective teaching strategy to improve literacy skills. Word wall activities encourage active student participation. Gestures, such as pointing to key words during a lesson, offer visual reinforcement which can be very helpful for students. Word wall activities engage students while they learn key vocabulary, whether it can be learning to explain a word, to compare it to other key concepts, or to spell it. The words are printed in a large font so that they are easily visible from all student seating areas²¹. Visualize picture is always better way to shape abstract thing. It suitable to student learning style who more comfortable learning by picture. Word wall media Provide visual cues for students; Visual aid in visual instructional concept is every picture, model, object, or other tools which give real visual experience to the students. The visual aids aim at a) introduce, form,

²¹Jennifer Cronsberry, *Word Walls: A Support for Literacy in Secondary School Classrooms* (Portland: CFC, 2004). P. 3

enrich, and clarify comprehension or abstract concept to the students b) develop desired behavior and c) support students' more continuous activity²². So, basically, visual media in learning is everything can be seen by eyes and brought into class room as visual teaching media to support learning process run well.

Third, the students can develop their speaking and writing skills. Encourage increased student independence when writing. This is suitable with Jenifer Book, about word wall media. Word wall activities can be used to improve literacy in all curriculum areas by helping students build vocabulary, improve spelling in written work, and explain ideas through oral communication²³. So The student doesn't just know how to spell and pronounce vocabulary. The student can know writing of every vocabulary.

Fourth, the students can know how to spell in English letter for filing a word. Spelling a word really help student to remember vocabulary. Because of that it help students improve spelling and awareness of spelling patterns; Jennifer also mention that Vocabulary instruction using a word wall focuses on a small number of targeted vocabulary words that are key to student success in a unit and the course overall. Teachers decide whether to introduce new words weekly or to begin the unit by introducing all new vocabulary as an overview²⁴. This theory support with one of students' respond result, the students have a big opportunity to convey the vocabulary. It sharpens student's brain to think a lot. Add other vocab

²²Achmad Baidawi, "Using Visual Media In Teaching Speaking," *OKARA Journal of Languages and Literature* 1 (mei 2016): 57.

²³Ibid, P., 4

²⁴ Ibid, P., 5

relates with main vocab. When the teacher ask to guess every animal's characteristics, it makes students to think hard and reinforce understanding of subject-specific terminology with a focus on students internalizing key concepts; and provide an approach to meaningful teaching of vocabulary with an emphasis on student engagement and higher level thinking skills. Guessing the animal characteristic called by vocabulary assessment from the teacher.

Vocabulary assessment could also be incorporated into larger diagnostic assessments done for a unit. If students already have some familiarity with the words, the activities that focus on higher-level thinking skills and extending meaning are suitable. If students have little initial understanding of a group of words, start with something like a concept map or concept ladder to scaffold meaning. Student understanding of the words from the words wall should not be assessed through isolated vocabulary tests that assess only rote memorization of words rather than genuine understanding of their meaning²⁵. This media facilitate the students to connect on vocabulary to other main vocabulary.

Fifth, the students entertain in group discussion and correcting the answer is really participative experience. It really works when collaborating with passive students. It helps students difficulties within group study. On group session, the members can share their knowledge each other to rebuild the sentence of animal character.

²⁵Cronsberry. P. 12

Sixth, words wall media facilitation helps the teacher to more communicative to student for explain the material by the visualize picture and lettering a word. The students look more communicative for answering their answer, they need to attempt the vocabulary based on available animal's picture and spelling the letters in a word also pronounce it clearly in front of the class, write it down the animal's characteristic into sentence and speaking the reason characteristic. The students can choose suitable learning style.

The disadvantages of words wall media are that it needs more time to discuss the topic, the teacher need to prepare this media before the meeting, the class become noisy because of students attractive class, and print the picture media need a lot of cost. Because words wall media is one of printed media which need to print. The making process of these is through printing process. The use of printed media in teaching English is necessary and meaningful because it can help learners to get more knowledge and information through reading widely, and provide more enjoyment from various sources of facts. Besides, there are also other kinds of printed media and graphic media. These media are in the forms of photographs, graphics, pictures, maps, models, game, puzzle, wall charts, comic script, flash card or cue card, brochure, poster, etc. so picture is one of printed media which need to be printed and it need a lot of cost of the teacher individually.

Based on the observation above, words wall media is printing media who facilitate visual picture to make student instruct it and

remember in the students' brain. This media helps student to identify a thing based on picture and its meaning. So the student doesn't know one vocabulary in one character, but they build many vocabulary relates with main vocabulary. Besides of that words wall media is suitable with students' learning style. The students who like and enjoy study among picture and also discussion which include auditory process when one member to each member share their knowledge. Hence, words wall media is effective media learning to teach vocabulary at MTs Kholafiyatul Mustarsyidin Camplong Sampang.