

***THE USE OF WORD WALL MEDIA TO ENRICH STUDENTS'
VOCABULARY AT 7TH GRADE OF PESANTREN DARUT TAHDZIB
SIMULLU***



A Thesis

*Submitted in Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) in English Education Study Program Tarbiyah and
Teaching Training Department State Islamic College of Majene*

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PENGESAHAN SKRIPSI






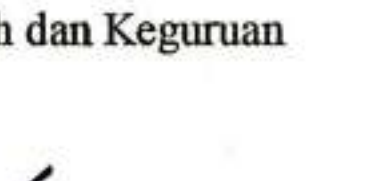
PENGESAHAN SKRIPSI

Skripsi yang berjudul “The Use of Word Wall Media to Enrich Students’ Vocabulary at 7th Grade of Pesantren Darut Tahdzib Simullu” yang disusun oleh Sidrah, Nim 10256118015, mahasiswi Program Studi Tadris Bahasa Inggris Jurusan Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Jumat, 24 Januari 2025 bertepatan dengan 24 Rajab 1446 H, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan (S.Pd.) pada Program Studi Tadris Bahasa Inggris dengan beberapa perbaikan.

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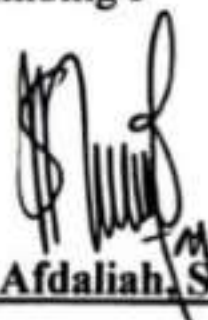
PERSETUJUAN PEMBIMBING

Pembimbing skripsi saudara **SIDRAH, NIM: 10256118015**. Mahasiswi tadrís Bahasa Inggris pada Jurusan Tarbiyah dan Keguruan STAIN Majene , setelah meneliti dan mengoreksi secara seksama proposal skripsi berjudul “ The Use of Word Wall Media to Enrich Students’ Vocabulary at Pesantren Darut Tahzib Simullu 7th Grade”, memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk mengikuti ujian munaqasyah.

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The researcher realizes that this thesis there are still many shortcoming due to the researcher limitation. Therefore, researcher expect the critic and suggestion to improve further research. Finally, the researcher hopes that this thesis can be useful for researcher in particular and readers in general.

Majene, 22 Juli
2025
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ABSTRACT

Name : Sidrah
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Tittle : *The use of word wall media to enrich students' vocabulary at 7th grade of Pesantren Darut Tahdzib Simullu*

The aim of this research is to know the enrichment of students' vocabulary using word wall media specially nou. The researcher applied quantitative research method with pre- experimental research. The population of this research was the 7th grade of students' Pesantren Darut Tahdzib Simullu. The sample of this research used total sampling technique with consist of 15 students' . The instrument of this research which consist of multiple choice 10 items, match 5 items, and arrange words 5 items which consisted of pre-test and post-test. The result of the data indicated that there was an enrichment of students vocabulary. The mean score of post-test (90,00) was higher than the mean score of pre-test (63,33). The result of paired sample T-test was $0,000 < 0,05$. It can be concluded that H_0 is rejected and H_a is accepted. It means that the used of word wall media can enrich students' vocabulary at Pesantren Darut Tahdzib Simullu.

Keywords: *Word wall media , vocabulary*

CHAPTER I

INTRODUCTION

This chapter presents the research background, research questions, research objectives, and research significance.

A. Research Background

Language is a system of arbitrary vocal symbols that allows all people in a given culture or other people who have learned the system of that culture to communicate or interact (Finocchiaro, 1989). Language is a device used to communicate in human life and convey ideas to others. In a language, there is called a foreign language, A foreign language is a language not widely used by the learners which might be used for future travel or other cultural communications situations or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application— one of the foreign languages that though in school is English.

In Indonesia, English is implemented in junior high school and senior high school. Learn English at an early age, which is called EYL (English for Young Learners). Turohmah et al., (2020) stated that English is taught to young learners from an early age. It is 5-12 years or from elementary

school to junior high school and teaching English to young learners is guiding and facilitating young learners for their activities in mastering, knowing, knowledge, and comprehending ideas.

Teaching English to students' at an early age is crucial because students' memories are quite strong, allowing them to remember the words they have learned or heard. According to research conducted by Joshua assistant of Professor Psychology at Boston University, the best time to learn a foreign language optimally is before ten. Elizabeth Allen (1986) also stated in her experience that advisable for a parent to teach a students' foreign language before turning 11. As a result, teaching or learning English at a young age is critical because their brains are still quick and easy to acquire new things while also being strong in memory.

The most crucial aspect of learning English is to increase students' vocabulary. As Wilkins (1972) stated without grammar, only a few words can be conveyed; without vocabulary, nothing can be conveyed; and without vocabulary, we cannot speak, converse, read, or listen. According to the statement above, vocabulary plays an important function in a language, not just in English but also in other languages.

Generally, at school, teachers usually teach vocabulary by memorizing methods which make students feel bored and too lazy to learn because at this age, memorizing is too difficult and they are still interested in playing games. As Putu et al., (2019) stated teaching English vocabulary to students' cannot use various vocabulary combinations to memorize because students' will only feel compelled to be able to memorize everything. The teacher has to make learning classes interactive and interesting so the students do not get bored while learning.

There are many ways a teacher can attract students' to learning, one of which is using learning media. One of the learning media that teachers can use is word wall media. there are two kinds of word wall media, first traditional word wall, the Traditional Word Wall supports the core principles of constructivist theory, which states that students build their own knowledge through experience and interaction with their environment. In the context of the Word Wall, students are actively involved in adding, organizing, and using the words displayed on the classroom wall. This process enables meaningful learning, as students are repeatedly exposed to and engage with vocabulary in various contexts. Second, word wall website , The Wordwall website supports

constructivist principles by allowing students to engage in active learning through exploration and interaction with content in the form of games and quizzes. Students construct knowledge by participating in meaningful learning experiences, such as matching activities, quizzes, and interactive games, which reflect the idea that learners build understanding based on what they do. Research has been conducted by Amalia and Novianti (2019) using word wall media can increase students' English vocabulary and student' s interest in learning, also students easier to remember the words they have learned.

Based on the observation conducted at Pesantren Darut Tahdzib Simullu the researcher found some problems after interviewing the teacher. The teacher explained the problem encountered in teaching. Teachers struggle in teaching because some of the students learned Basic English like the alphabet, numbers, etc. This is affected because students come from rural areas. While, in the curriculum students should learn about self-introduction, telling the family and others. Therefore the teachers require a method or learning media that can make students quickly master and remember the vocabulary they have learned. So to solve the problem the researcher will use word wall media.

Based on the problem that found at Pesantren Darut Tahdzib Simullu, the researcher will use the Traditional Word Wall as an instructional tool to support vocabulary learning. This medium consists of a physical display of vocabulary words posted on the classroom wall, allowing students to consistently see and interact with the target words throughout the learning process. The use of this media is based on the belief that Traditional Word Walls provide continuous visual exposure, increase student engagement, and support meaningful learning in line with constructivist principles. The researcher will implement this media over several learning sessions.

B. Research Questions

Based on the research background above, the researcher formulated research question as follow.

Does the use of word wall media can enrich students' vocabulary?

C. Research Objective

Based on the statement of research question above, the research objective

of this research is to find out whether or not the word wall media can enrich

students' vocabulary.

D. Research Significances

Based on the research questions and research objective above, this research is expected to have theoretical and practical benefits as follows:

1. Theoretical Significance

The result of this research is expected to be useful for students and teachers to master English vocabulary using word wall media.

2. Practical Significance

a. For Students

The practical significance for students by using word wall media lies in its potential to enrich students vocabularies. By incorporating word wall media into lessons, students can visually connect words with their meaning, reinforcing learning in a memorable and fun manner. This method can also boost students confidence in using new words, fostering a more active and enjoyable participation in learning process.

b. For Teacher

This study offers practical benefits for teaches in utilizing word wall media as a media in teaching. By using this media , teacher can be enhance student interaction and engagement during the learning preoces, particularly in enrich students vocabulary. Word wall can

serve as an effective media to reinforce students memory, accelerate understanding of the material, and make the classroom environment more dynamic and engaging. Additionally This study offers valuable insights into creative ways to use word wall media for more interactive in learning.

c. For Researcher

This study provides valuable contributions to researcher interested in the field of learning media and innovative teaching methods. The findings of this research expand the understanding of the effectiveness of using word wall media in enhancing student in enrich their vocabulary. For researcher, this study serves as foundation for further exploration of the development of more effective and interactive learning.

d. For Readers

The practical significance for the reader in this research using word wall media lies in providing insights into how this media can effectively enrich students vocabulary in learning. Additionally, this research opens opportunities for readers to develop more innovative

and relevant teaching methods and encourages further exploration of word wall media in different educational contexts.

E. Hypothesis

The quantitative research approach is used to prediction about the problem known as the hypothesis. Hypothesis purpose to predict the problem of the research. In this research, the researcher uses:

- 1. H_0 = Word wall media can not enrich students' vocabulary*
- 2. H_a = Word wall media can enrich students' vocabulary*

F. Research Scope

The scope of this research restricted to enriching students' vocabulary using word wall media in the 7th grade of Pesantren Darut Tahdzib Simullu. This study only focus on noun vocabularies. The researcher will only consider the impact of of word wall media on learning nouns specially things in school, things in the home, family and part of body

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents previous research results and some pertinent ideas.

A. Previous Related Studies

This research was conducted by Mariati (2018) “ the implementation of word wall media on improving students’ English vocabulary” . This research aims to investigate students’ vocabulary mastery improvement by using word wall media. In this research, the researcher collects the data by using the techniques; teaching, tests, and questioners. The researcher uses statistical calculation in data analysis. From the data, the use of word wall media influenced students’ vocabulary mastery. In the pre-test result 24% of students pass on test and 76% of students fail. After being given treatment, 100% successful on tests and 0% fail. Moreover, the hypothesis result showed that H_a is accepted and H_0 is rejected because the t_0 value is higher than the table value ($2.064 < 25.35 > 2.797$). It means, the implementation of word wall media successfully improves students’ vocabulary.

This research was conducted by Triariani (2020) “ The Effectiveness of Word Wall Media to Improve Students’ Vocabulary

Mastery in Learning English at Seventh Grade of SMPN 1 Simon” . The purpose of this research is to know whether there is a significant difference between students' vocabulary mastery using word wall media and do not use word wall media at SMPN 1 Siman Ponorogo. This research applied was quasi-experimental design. This research used two classes experimental and control class. The results of the research showed that the value Sig (2 tailed) of the equal varian assumed = 0.026 and $\alpha = 0.05$. Based on the data analysis of the data and testing of the hypothesis, the result of the calculation found that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. So, from the computation above it can be concluded that there is a significant difference between students' vocabulary mastery who are taught by word wall media in the seventh grade of SMPN 1 Siman Ponorogo. In this research using word wall media encouraged the students to be more active and can develop their motivation in learning English vocabulary.

This research was conducted by Aziz & Gantara (2021) “ The use of word wall dwi media to improve the ability of learners at SMPN 3 Hanau Paring Raya” . The research using Word wall media is a classroom action research. The research data was obtained through observation and field notes, and data from the results of students' vocabulary mastery tests.

The results showed that in cycle I there was an increase in students' vocabulary mastery by 23.3% and in cycle II there was an increase in vocabulary mastery by 33.6%. Word wall media helps students remember vocabulary.

This research was conducted by Rahman et al. (2023) “ Using word wall media website as a strategy to improve students' vocabulary mastery” . This research aims to know the significant influence of the use of word wall websites to improve students' vocabulary. The researcher used a quantitative method with a quasi-experimental design and the data analysis was computed by SPSS. The result of the calculation found that h_0 is rejected and h_1 is accepted.

This research was conducted by Çil (2021) “ The effect of using word wall net in increasing vocabulary knowledge of 5th grade EFL students” . This research used Word wall web to increase the vocabulary knowledge of 5th-grade EFL students. Researchers use experimental and control groups, and data collection tools used pre-test and post-test. The result of this research is using the word wall website was effective on its own in enhancing the student's vocabulary knowledge.

Based on the previous study, there are some similarities and differences between previous studies and this research. The similarity of

this research with the previous study is both use word wall media to improve students' vocabulary. Meanwhile, the difference between this study and previous research first is a research method, Mariati used statistical calculation, Restu used quasi-experimental design, Aziz & Gantara used classroom action research, Umar used quasi-experimental design, Çil used experimental and control groups and this research uses pre-experimental research. Second is research location Mariati conducted research at Junior High School 8 Banda Aceh, Triani conducted research at SMPN 1 Siman Ponorogo, Azis & Gantara conducted research at SMPN Satap 3 Hanau Desa Paring Raya, , Çil conducted in Turkish at 5th grade, and this research will conduct at Pesantren Darut Tahdzib Simullu.

B. Some Pertinent Ideas

1. Vocabulary

a. Definition of Vocabulary

According to Bull (2008) fourth edition of the Oxford Learners Dictionary, vocabulary is all of the words that a person knows or uses, or all of the phrases in a language, as well as a list of terms with

their definitions, specifically in a book for learning a foreign language. Richards and Renandya (2002) also stated vocabulary is an important component of language proficiency because it provides students with the foundation they need to speak, listen, read, and write. Thus, vocabulary is an important feature that influences the four English competencies: listening, speaking, reading, and writing.

According to Hatch and Brown (1995), vocabulary is the one concept that involves alphabetical ordering. Meanwhile, Wardhani (2019) stated that vocabulary is an important part of language because it exists in all language skills, including listening, speaking, reading, and writing. Based on the definition of vocabulary, the researcher believes that vocabulary is an essential component of a language since without it, the language cannot be used for speaking, writing, reading, or listening. In other words, if we do not have a large vocabulary, we will struggle with speaking, listening, writing, and reading. It means that vocabulary is crucial in all aspects of language because it gives language meaning. As Wilkins in Thornbury (2002) stated, without vocabulary, there is little to convey and without vocabulary, there is nothing to convey. So vocabulary is a very important part of a language.

b. Kinds of Vocabulary

According to Hatch & Brown (1995), vocabulary is categorized into two types ;

1. Productive Vocabulary

Productive vocabulary refers to the set of words and phrases that an individual can actively use in both speaking and writing. These are words that the person not only understands but also feels confident using accurately and appropriately in everyday communication. Typically, productive vocabulary includes familiar and frequently used terms such as “ sorry,” “ maybe,” “ whatever,” “ people,” “ somebody,” and many others that are essential for effective verbal and written expression. This vocabulary plays a crucial role in enabling individuals to express their thoughts, feelings, and ideas clearly in a variety of contexts.

2. Receptive Vocabulary

Receptive vocabulary refers to the set of words that a person is able to recognize and understand when encountered in written or spoken form, even though they may not yet be able to use those words actively in speaking or writing. These words are often acquired through exposure to language in context– such as during

reading, listening to conversations, or receiving instruction— and although the individual can assign meaning to them, they are not yet part of their productive vocabulary. Receptive vocabulary plays an essential role in language comprehension and development, particularly among language learners or beginners who are still building confidence in language use. Examples of receptive vocabulary include more complex or academic terms such as “ reinforcement,” “ appropriate,” or “ tactile hallmark,” which may be understood in context but not readily used in everyday speech or writing without further practice and familiarity. Over time, with continued exposure and usage, these receptive words may eventually transition into the individual’s productive vocabulary.

Dealing with the characteristics of vocabulary is divided into two kinds. They are active vocabulary and passive vocabulary (Aebersold & Marry, 1997)

1. Active Vocabulary

Active vocabulary refers to the set of words and expressions that learners are able to use correctly and appropriately in both speaking and writing. It is also known as productive vocabulary, as

it involves the ability not only to understand a word but also to produce it accurately in context. Unlike receptive vocabulary, which only requires recognition and understanding, active vocabulary demands a deeper level of mastery. Learners must be able to recall the word when needed, pronounce it correctly, use it with proper grammar, and apply it in the right communicative situations. Developing active vocabulary tends to be more challenging because it requires frequent practice and active usage over time. Students must engage in meaningful speaking and writing tasks where they can apply new vocabulary in real contexts. Additionally, they need to be aware of correct pronunciation, spelling, and collocation patterns. For example, knowing the word "negotiate" is not enough; to use it actively, a student must understand how to say it correctly, construct a sentence like " They negotiated the terms of the contract," and know when and where it's appropriate to use. In summary, active vocabulary is essential for effective communication, and building it requires consistent practice, exposure, and application in both oral and written language.

2. Passive Vocabulary

Passive vocabulary refers to the set of words and phrases that students are able to recognize and understand when they encounter them in spoken or written form, such as during listening or reading activities. Unlike active vocabulary, which students can use confidently in speaking or writing, passive vocabulary consists of words that learners understand in context but may not yet feel comfortable using themselves. This type of vocabulary is also commonly known as receptive vocabulary because it involves the ability to receive and comprehend language input rather than produce it. Developing a strong passive vocabulary is essential for language comprehension, as it enables students to grasp the meaning of texts or conversations even when they do not actively use all of the words they understand. Through repeated exposure to words in meaningful contexts, passive vocabulary can gradually become part of the learner's active vocabulary over time.

There are other kinds of vocabulary according to Eastwood (1999) they are:

1. Noun

Nouns make up the largest class of words in most languages, including English. A noun is a word that refers to a person, place, thing, quality, and activity. Examples; book, cake, butterfly, etc.

2. Verb

A verb is a word or a group of words that expresses an action, an event, or a state of being. Verbs are one of the most essential parts of a sentence because they tell us what the subject is doing, what is happening, or what condition someone or something is in. Example: sing, exist, run, etc.

3. Adjective

An adjective is a word that describes a noun and a word belonging to one of the major form classes in any of numerous languages and typically serves as a modifier of a noun to denote the quality of the thing named, to indicate it is quantity.

4. Adverb

An adverb is a word that adds information to a verb, adjective, phrase, or another. Adverbs are words that usually modify a verb, an adjective, another adverb, a preposition, a phrase, clause, expressing some relation of manner or quality, place, time, number, opposition, and affirmation. Example; where, ever, etc.

5. Conjunction

Conjunctions are the words that connect sentences, clauses, phrases, or words, and sometimes paragraphs. Coordinate conjunctions (and, but, or, however, nevertheless, neither ... nor)

6. Pronoun

A pronoun is a word used instead of a noun. Pronouns refer to either a noun that has already been mentioned or to be named specifically. The most common pronouns are personal pronouns, which refer to the person or people speaking or writing (first person), the person or people being spoken to (second person), or other people or things (third person). Personal pronouns in English are I, you, they, we, she, he, it, etc.

7. Interjection

Interjections are words or phrases spoken suddenly to express an emotion or a word or phrase that is grammatically independent of the words around it and mainly expresses feeling rather than meaning. Example: oh, alas, ugh, or well.

c. Aspect of Vocabulary

Lado (1921) divided aspect of vocabulary into three aspects;

1. Meaning

Understanding the meaning of a word or phrase is essential for effective vocabulary acquisition. When students comprehend the correct meaning of a word in context, it becomes easier for them to remember and use the word appropriately in communication. Knowing what a word truly means also helps prevent misunderstandings and misuse

2. Spelling

Spelling plays an important role in distinguishing words that may sound similar but have different meanings. By learning how to spell words correctly, students can differentiate between homophones or other confusing words. This skill also supports better reading and writing abilities, allowing students to recognize and produce accurate written language.

3. Pronouncing

Proper pronunciation allows students to say the word correctly, which improves their speaking and listening skills. When students are able to pronounce a word clearly and confidently, they are more likely to remember it and use it in conversation. Pronunciation also helps in understanding spoken language, especially when words sound similar.

d. Component of Vocabulary

Consist to Harmer (1991) there are four components in vocabulary:

1. Meaning

The first factor to understand about vocabulary is frequently an English word has more than one meaning. The meaning of words is based on the context which we use.

2. Word Use

Students need to understand metaphorical language use and those they want to know phrases collocate. Additionally, we often use words only in certain social and topical contexts.

3. Word Formation

Word formation approach knowing how words are written and spoken, and knowing they can change their form. Students need to realize how words are spelled and how they sound. The students need to know how suffixes and prefixes work.

4. Word Grammar

Grammar is the way we arrange words to make proper sentences. Language learners also want to master grammar

because the purpose of language-gaining knowledge is getting ready the learners for the higher stage of education.

e. The Importance of Learning Vocabulary

Vocabulary is the most crucial aspect of language, you can recognize a reading text and make yourself understood with almost no grammar, and however, you have nothing without vocabulary. It might be impossible to study a language without vocabulary. It means that vocabulary is the maximum essential thing in language.

Further, consist to Walter (1997) the importance of learning vocabulary there are 4 :

1. Discrimination

The primary step in the process of learning vocabulary is to distinguish the sounds and letters of each word. In learning English some words have similarities in producing the sounds. Exactly sounds and letters becoming the major problem in learning vocabulary.

2. Understanding Meaning

This means understanding the concept of the foreign word or phrase. Often this is simple because the phrase may be related to

the referent using direct association or because there is an equal phrase in English.

3. Remembering

The next step after getting new material from the teacher next step is to ascertain the students' remembering. After the students get the explanation and the students do not use those words it will be forgotten.

4. Consolidation and Extension of Meaning

Studying new vocabulary is not a straightforward process if the presentation is the only variable involved, then words might no longer be forgotten and need to be relearned.

The researcher concludes that vocabulary is an important part of language, even if speakers of a language master grammar but don't have a large vocabulary of that language they cannot use it properly.

2. Word Wall Media

a. Definition of Word Wall Media

Green (1993) defines a word wall as a systematic collection of vocabulary presented in huge letters on a classroom wall. According to Ariffansyah (2013), a word wall is an interactive media designed

for kids to use and contains a variety of terms. Bush & Huebner (1979) noted that the primary goal of employing word wall media is to help kids develop sight word recognition so that they can recognize them at a glance.

According to Kasim (2011), a word wall is a type of media used in the classroom to help students increase their vocabulary. It is shown on the wall, bulletin board, whiteboard, and checkboard. Students type the words in a large font to make it easier to see the words that are constantly pointed to throughout a section by the teacher and student during activities.

Based on the information provided above, the researcher concluded that word wall media is one of the methods utilized to attract students' interest in acquiring vocabulary. It is intended that with this media, students' will be able to retain and recognize language more easily.

b. Kinds of Word Wall Media

According to Narkon (2012) the word wall divided into two;

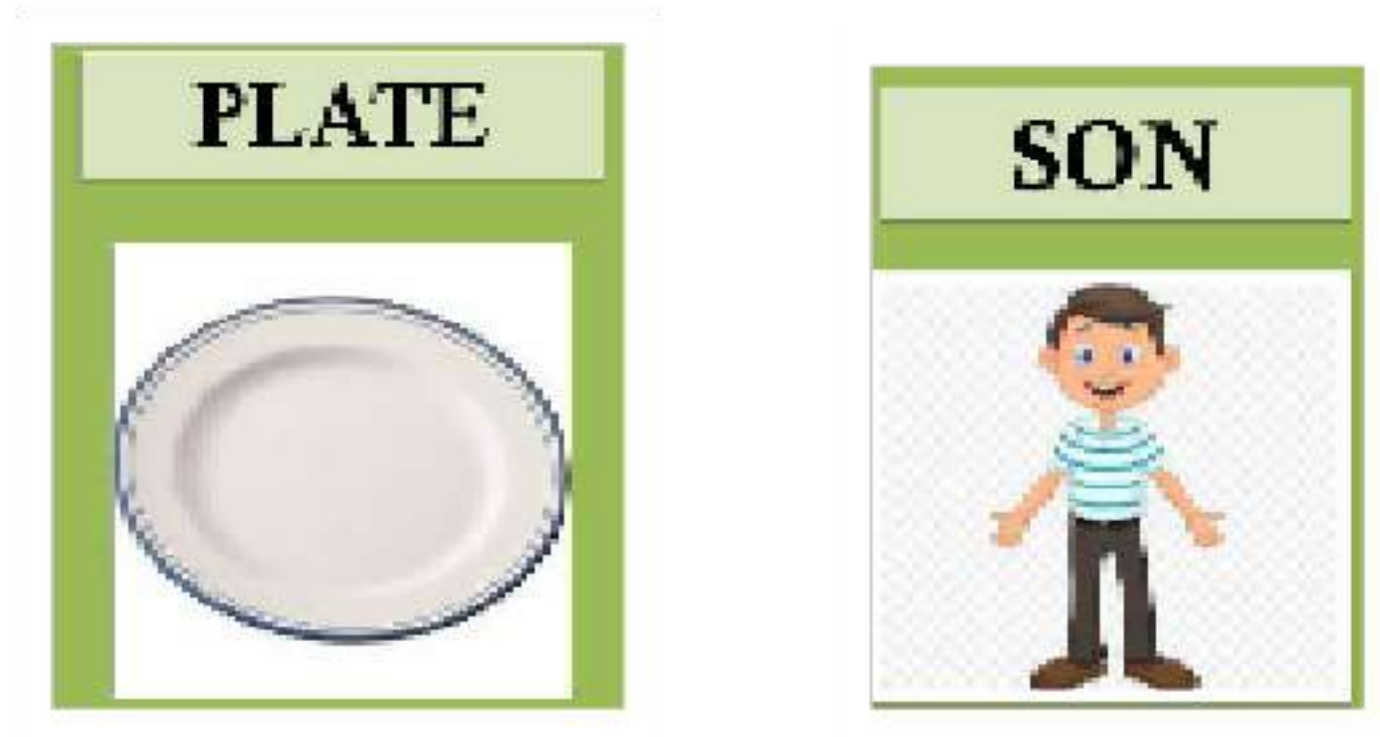
1. Traditional Word Wall

According to Cunningham (2006), a word wall is created in the following manner. First, the alphabet letters are arranged on the

board, followed by the printed words, which are cut out according to the word configuration and set on colored backing. The word cards are arranged in a column beneath the letters of the alphabet based on their first letter. During the word wall group instruction, the teacher points to the word and guides the students in speaking and spelling it. , The Traditional Word Wall supports the core principles of constructivist theory, which states that students build their own knowledge through experience and interaction with their environment. In the context of the Word Wall, students are actively involved in adding, organizing, and using the words displayed on the classroom wall. This process enables meaningful learning, as students are repeatedly exposed to and engage with vocabulary in various contexts

2. Example of Traditional Word Wall

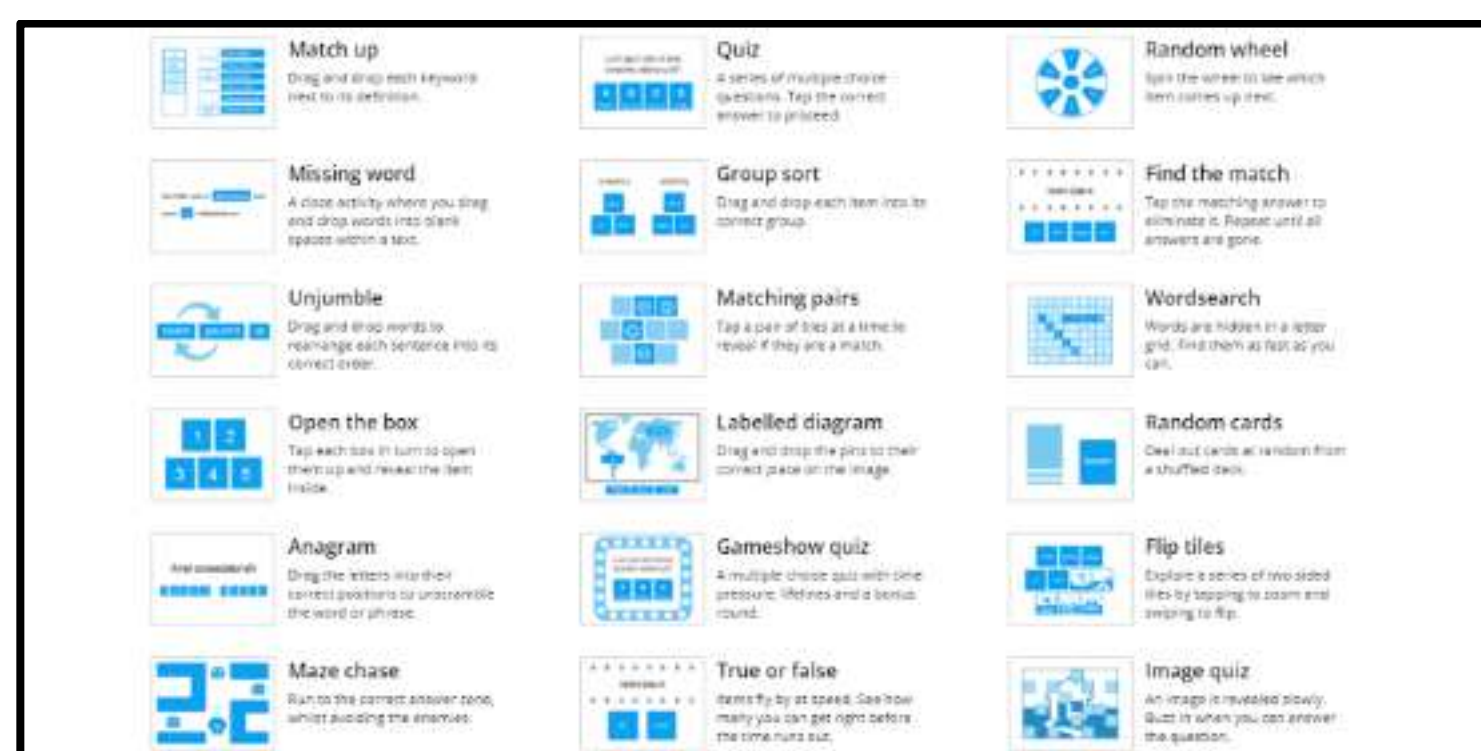




2. Electric Word Wall or Word Wall Web

The Electric Word Wall is a web-based program that may be used to produce learning materials such as quizzes, matchmaking, pairing, anagrams, random words, word search, and grouping. Another meaning of an electronic word wall is a method of guiding students to study the words on the slide that will be presented. Individual alphabet slides connect each letter to the others on the alphabet chart. List the vocabulary words in a row, followed by the words in isolation with a picture and a context sentence.

2. Example of Word Wall Web



In this study, the researcher uses the Traditional Word Wall as an instructional medium to support vocabulary learning in the classroom. The Traditional Word Wall is a visual learning tool consisting of a collection of words displayed on the classroom wall, allowing students to see and refer to them regularly. This medium is chosen because it is considered effective in helping students retain and use vocabulary actively through consistent and repeated visual exposure. By displaying words that are relevant to the lesson, students can better understand their meanings and apply them in appropriate contexts, both in speaking and writing activities.

The use of the Traditional Word Wall in this research also aims to create an interactive, engaging, and student-centered learning environment. Through activities involving the Word Wall— such as reading the words together, forming sentences, and playing vocabulary games— students are encouraged to actively participate in the learning process. This medium also supports visual and contextual learning, which enhances students' ability to recognize and use vocabulary in everyday communication. Therefore, the Word Wall serves not only as a visual aid but also as an effective strategy for reinforcing vocabulary mastery.

c. Creating Traditional Word Wall Media

Cronsberry (2004) stated there are some steps in creating word wall media they are:

- 1) *Arrange the word on card stock*
- 2) *Using colored markers to code the words.*
- 3) *The students use walls to save they are work.*
- 4) *Arrange words on the wall in alphabetical order to make it simple and*
Students' easy to find the words.
- 5) *Put the word wall that can students' easy to access.*

d. Characteristic of Traditional Word Wall Media

According to Brabham & Villaume (2001), every teacher is different when deciding on how to display, arrange, and use word walls in the classroom, but there are some common characteristics:

- 1) *All collections of words that is appropriate for students to study in the classroom.*
- 2) *The words selected for students to study with specific purposes.*
- 3) *The collections of words are cumulative; as new words are introduced; familiar words remain for further study.*
- 4) *Activities that talk about word walls provide conversational scaffolds that structure the ways that students study, think about, and use words.*
- 5) *Words on walls serve as visual scaffolds that temporarily assist students in independent reading.*

e. Strengths of Traditional Word Wall Media

Word wall is used by many teachers because it has many strengths, they are:

- 1) Word wall is very simple, cheap, and very easy to do.*
- 2) It does not need a long time to be given.*
- 3) The students are easy to remember.*
- 4) It can be done by using many variations.*
- 5) It makes the students more impressed and interested in learning*

English

f. Disadvantages and Advantages of Traditional Word Wall Media

There are some disadvantages and advantages of word wall media stated by Callela & Samoiloff (2001)

1. Advantages

- a) Provides tools for students to remember and recognize words more easily.*
- b) Serves as a significant to help students learn to read.*
- c) Assist students in developing and remembering the words learned.*

2. Disadvantages

a) Requires time to develop.

b) Require equipment to reproduce.

c) They were sometimes viewed as busy work.

g. Teaching Vocabulary Using Traditional Word Wall Media

Teaching vocabulary is a fundamental component of language learning, and the use of effective instructional media plays a key role in supporting students' vocabulary development. One such media is the Traditional Word Wall, which involves displaying selected words on a physical space in the classroom, such as a bulletin board or section of the wall. This visual tool allows students to see, read, and interact with new vocabulary throughout the learning process. By making words visible and accessible, the Word Wall helps create a print-rich environment that supports word recognition and retention.

The Traditional Word Wall is especially useful in early language learning or when introducing new thematic vocabulary, such as words related to family, body parts, school objects, or daily activities. Teachers can begin by selecting target words based on the lesson objectives and writing them clearly on colorful cards or paper. These word cards are then arranged alphabetically, thematically, or

categorically on the wall. As the lesson progresses, teachers encourage students to use the Word Wall in speaking and writing activities, such as making sentences, storytelling, or vocabulary games. The repeated exposure to these words helps students internalize their meanings and usages more effectively.

In addition to supporting vocabulary acquisition, the Traditional Word Wall promotes active learning and student engagement. It invites students to participate in interactive tasks and fosters collaboration, especially when used in pair or group work. Moreover, it caters to visual learners by providing a constant visual reference that they can return to independently. The Word Wall can also be updated regularly with new vocabulary, ensuring that it remains dynamic and aligned with the ongoing curriculum.

In conclusion, using the Traditional Word Wall as a vocabulary teaching tool can enhance students' language learning experience. It supports long-term retention through visual reinforcement, encourages student participation, and creates a language-rich environment in the classroom. When implemented consistently and creatively, this simple yet powerful media can significantly enrich students' vocabulary skills and confidence in using new words.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, research variable, population, and sample

A. Research Design

This research is used in pre-experimental research because this research is only to find out students' vocabulary enrichment towards the use of word wall media. The researcher used one group pre-test and post-test design and chose one class to be sampled. Before gave treatment the researcher would gave a pre-test to be used as a measuring tool to compare the results of the post-test. The instrument that the researcher used to enrich students' vocabulary was multiple choice 10 items, match 5 items, arrange the words 5 items, and the total number of the test is 20 items.

B. Research Variable

1. Independent Variable

According to Sugiyono (2018), independent variables are variables that influence or cause changes or the emergence of the dependent variable. The independent variable in this research is word wall media.

2. Dependent Variable

The dependent variable is the variable that is affected or is the result, because of the independent variables. A variable dependent in this research is students' vocabulary.

C. Population and Sample

1. Population

The population is all members of a well-defined class of people, events, or objects (Ary 1985). According to Sukardi (2018), the population is all members of the group involved in the research and would be the target conclusions at the end of result research. The population in this research is the 7th grade of Pesantren Darut Tahdzib Simullu.

2. Sample

The sample is some of the population selected for the data source in the study. The sample of this research is the 7th grade of Pesantren Darut Tahdzib Simullu. This research used total sampling.

D. Procedure of Collecting Data

In collecting data, the researcher used some steps, the researcher give pre-test, treatment, and post-test to the students, as follows:

1. Pre – Test

The researcher would give a pre-test before undertaking treatment to the students. In this pre-test the researcher applies objective tests in the form of multiple choice matching and arranges the word. That pre-test aims to know the ability of students.

2. Treatment

This research conducted some treatments and the procedure for conducted was same in each meeting. The researcher conducted four treatments and the topics are; Things in the School, Things in the Home, Family, and the last treatment is Part of Body.

a) First treatment

The first treatment conducted on Thursday, 28 November 2024 at 08:00 until 09:20 (2X40 minutes), with the subject of discussion “ things at school” . Firstly researcher explained about word wall media to students’ , so the students’ can know what media will be implemented for next meeting. Next, the researcher started the lesson with apperception. The researcher showed pictures that had been printed then the students’ guess what will be studied. After that, teacher preparing word cards that will be learn. These cards are then neatly displayed on a designated wall or board in the classroom where they are clearly visible to all students. At the start of the lesson, the teacher

introduces the words on the Word Wall, explaining their meanings and demonstrating correct pronunciation and spelling Throughout the learning process, students are encouraged to interact with the Word Wall by frequently referring to the displayed words during various classroom activities, such as reading aloud At the end of the learning cycle, the teacher evaluates students' vocabulary acquisition through quizzes, oral tests.

b) Second treatment

The second treatment conducted on Thursday, 05 December 2024 at 08:00 until 09:20 AM (2X40 minutes). The subject in this treatment about “ things in the home” .The implementation of the Traditional Word Wall in vocabulary learning with the theme “ Things in the Home” begins with the teacher preparing word cards containing vocabulary related to household items and activities, such as “ table,” “ chair,” “ kitchen,” “ cleaning,” and others. These cards are neatly displayed on a designated wall or board in the classroom where they are easily visible to the students. At the start of the lesson, the teacher introduces each word on the Word Wall by explaining its meaning, correct pronunciation, and providing simple example sentences like “ This is the table” or “ She is cleaning the room.” Next, the teacher encourages students to

interact with the Word Wall through various activities, such as reading the words aloud, making new sentences using the words, and playing language games that involve vocabulary from the Word Wall. During the learning process, students are encouraged to refer to the Word Wall when speaking or writing, helping them remember and actively use the vocabulary. The teacher also regularly adds new vocabulary relevant to the theme to keep the media updated and engaging. At the end of the lesson, the teacher evaluates students' understanding and ability to use the vocabulary through questions.

c) Third treatment

The third treatment conducted on Thursday, 12 December 2024 at 08:00 until 09:20 AM (2 X 40 minutes). The subject of discussion in third treatment is “ family” . The implementation of the Traditional Word Wall in vocabulary learning with the theme “ Family” begins with the teacher preparing word cards containing vocabulary related to family members such as “ father,” “ mother,” “ brother,” “ sister,” “ grandparent,” and others. These cards are then neatly displayed on a designated wall in the classroom, known as the Word Wall, where they are easily visible to the students. At the beginning of the lesson, the teacher introduces the words on the Word Wall by explaining their

meanings and correct pronunciation, as well as providing simple example sentences like “ My father is a teacher” or “ She has two sisters.” Next, the teacher encourages students to actively interact with the Word Wall through various activities such as taking turns reading the words aloud, creating sentences using the words from the Word Wall, and playing vocabulary games that involve those words. Throughout the learning process, students are encouraged to frequently refer to the Word Wall when speaking or writing to help them remember and actively use the vocabulary. The teacher also regularly adds new vocabulary words according to the progression of the material to keep the Word Wall dynamic and engaging. At the end of the lesson, the teacher evaluates students’ understanding of the family vocabulary through quizzes, questions and answers, or writing assignments. Through these steps, the implementation of the Traditional Word Wall helps students master family-themed vocabulary in a fun and effective way.

d) Fourth treatment

The fourth treatment conducted on Thursday 19, December 2024 at 08:00 until 09:20 AM (2x40 minutes). The subject of discussion in last treatment is “ part of body” . The implementation of the Traditional Word Wall in vocabulary learning with the theme “ Part of Body”

begins with the teacher preparing word cards containing vocabulary related to body parts such as “ head,” “ hand,” “ leg,” “ eye,” “ nose,” and others. These cards are then neatly displayed on a designated wall in the classroom known as the Word Wall, making them easily visible and accessible to students throughout the learning process. At the beginning of the lesson, the teacher introduces the words on the Word Wall by explaining their meanings, correct pronunciation, and providing simple sentences. ext, the teacher encourages students to actively interact with the Word Wall through various activities, such as taking turns reading the words aloud, creating sentences or short stories using the words from the Word Wall, and playing vocabulary games involving those words. he teacher also regularly adds new vocabulary relevant to the material to keep the Word Wall engaging and continuously updated according to learning needs. At the end of the lesson, the teacher evaluates students’ understanding of the body parts vocabulary through oral tests, written quizzes, or writing assignments.

3. Post Test

The researchers give a post-test after giving some treatment to the students. The post-test aims to know whether treatment can enrich students' vocabularies or not.

E. Technique of Analysis Test

In this research, the researcher used Statistical Package for the Social Sciences (SPSS) to analyze the different scores before and after used word wall media at Pesantren Darut Tahdzib Simullu 7th Grade. The data from the pre-test and post-test analyzed by using the following steps.

1. Scoring student' s vocabulary test

Score = Students correct answer Total number of questions x 100

(Wardhani, 2019)

2. Classifying Students Scoring

SCORE	CLASSIFICATION
96- 100	Excellent
86– 95	Very Good
76-85	Good
66-75	Average
56-65	Fair
36-65	Poor
0-35	Very Poor

(Depdikbud, 2005)

3. Frequency and rate percentage of the students

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

Where:

P: Percentage

F: Frequency

N: Total number of sample

(Gay, 2012)

4. Mean score technique

$$\bar{X} = \frac{\sum X}{N}$$

Where:

X: Mean score

$\sum x$: The sum of the all score

N: Total Number of students

(Ary et al., 1972)

5. T-test

In this study, data from the pre-test and post-test are collected and analyzed using the T-test in SPSS to determine whether there is a difference between pre-test and post-test values after treatment.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion

A. Research Findings

This research used pre-experimental research to enrich students' vocabularies. The researcher chose one class as a sample and gave a pre-test and post-test to students', which was aimed at knowing how far vocabulary mastery of students'. The final result was compared to the result of students' tests used SPSS.

1. The result of Students' in pre-test

The researcher given pre-test before undertaking the treatment. The aims of the pre-test are to know the ability of students before applied word wall media. The samples of this research are 15 students of Pesantren Darut Tahzib Simullu at 7th Grade. This research used three kinds of questions, namely 5 items of multiple choice, 5 items of arrange the word and 10 items of matching thus, the total number of pre-test are 20. The 20 questions of this research not only about one topic but four topics they are things in the school, things in the home, family and part of body.

The researcher did pre-test on Wednesday 21th November 2024 at 08:00 until 09-20 AM (2 x 40 minutes). In this meeting, before researcher distributes questions to students, researcher explained the purpose of researcher comes to Pesantren Darut Tahdzib Simullu. First, researcher explained that for next 5 meetings the researcher would take over English subject. Next, researcher distributed the instrument to students.

The researcher divided into three the result of students pre-test, they are: students score, students classification and the pie chart of students' pre-test. The result of students' pre-test as follows:

a. The Students' Score in Pre-test

This section presents the score of students pre-test and the classification of students pre-test.

Table 4. 1The Students Score in Pre-Test

<i>NO</i>	<i>STUDENTS</i>	<i>PRE – TEST</i>	<i>CLASSIFICATION</i>
<i>1</i>	<i>S1</i>	<i>75</i>	<i>Average</i>
<i>2</i>	<i>S2</i>	<i>70</i>	<i>Average</i>
<i>3</i>	<i>S3</i>	<i>60</i>	<i>Fair</i>
<i>4</i>	<i>S4</i>	<i>70</i>	<i>Average</i>
<i>5</i>	<i>S5</i>	<i>70</i>	<i>Average</i>
<i>6</i>	<i>S6</i>	<i>70</i>	<i>Average</i>
<i>7</i>	<i>S7</i>	<i>55</i>	<i>Poor</i>

8	S8	70	Average
9	S9	55	Poor
10	S10	70	Average
11	S11	75	Average
12	S12	50	Poor
13	S13	30	Very Poor
14	S14	65	Fair
15	S15	45	Poor
Average		63,33	

b. The Classification of Students pre-test

This section presents the frequency and the percentage of classification students scoring

Table 4. 2 The classification of students' pre-test

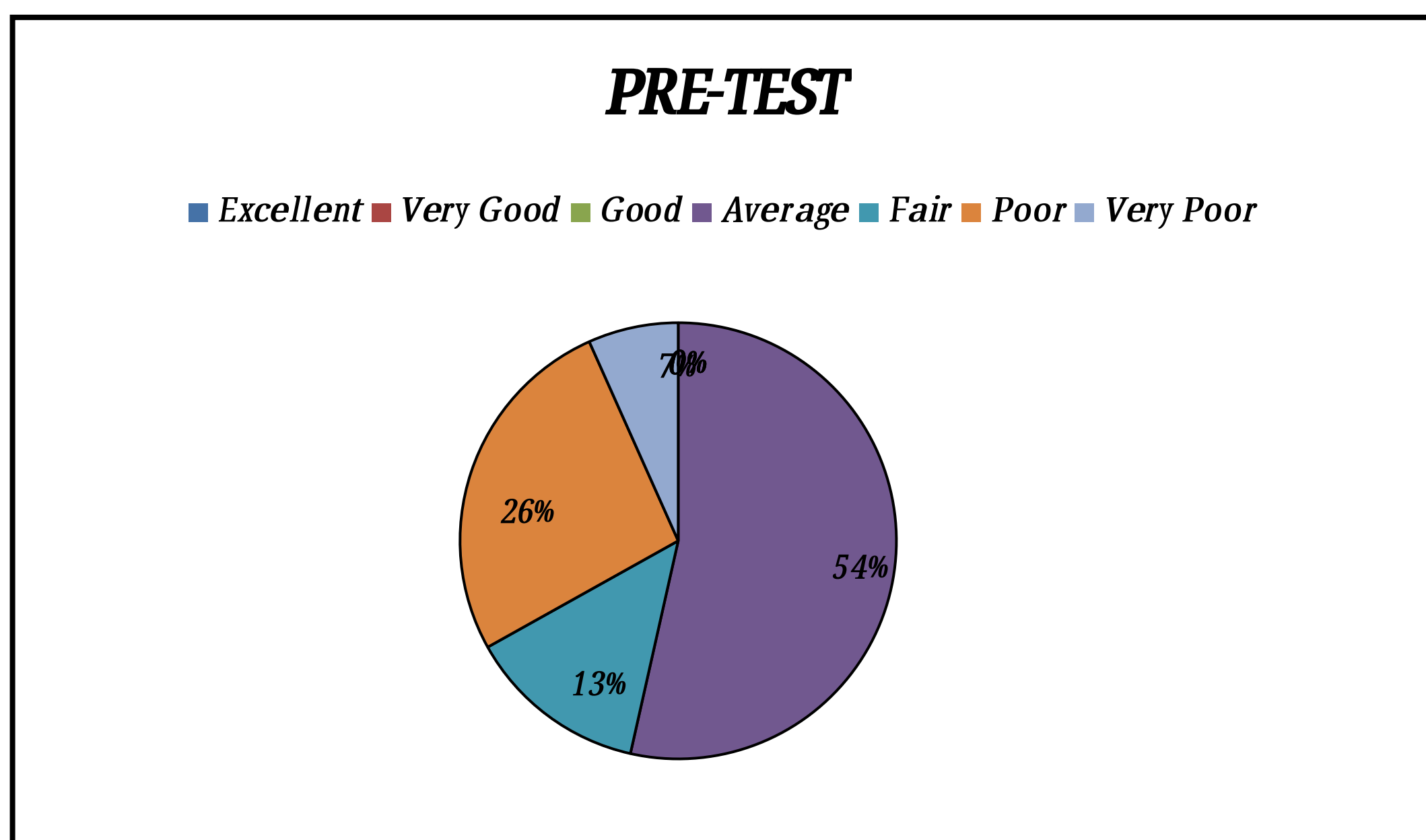
<i>NO</i>	<i>CLASSIFICATION</i>	<i>SCORE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE</i>
1	<i>Excellent</i>	<i>96-100</i>	-	<i>0 %</i>
2	<i>Very good</i>	<i>86-95</i>	-	<i>0 %</i>
3	<i>Good</i>	<i>76-85</i>	-	<i>0 %</i>
4	<i>Average</i>	<i>66-75</i>	<i>8</i>	<i>53,33 %</i>
5	<i>Fair</i>	<i>56-65</i>	<i>2</i>	<i>13, 33 %</i>
6	<i>Poor</i>	<i>36-55</i>	<i>4</i>	<i>26,33 %</i>

<i>7</i>	<i>Very poor</i>	<i>0-35</i>	<i>1</i>	<i>6,66 %</i>
<i>Total</i>			<i>15</i>	<i>100 %</i>

c. *The Pie Chart of students' in pre-test*

This section present, the percentage of students' ' score in pie chart.

Table 4. 3 The Pie Chart of Students' in Pre-Test



The result of this test based on the three tables above shows that 8 (33,33%) students classified as average, 2 (13,33%) students classified as fair, 4 (26,33%) students classified as poor, 1(6,66%) students classified as very poor. There are no students classified as very good, good, and excellent.

2. *The result of students' post-test*

The researcher gives post-test after applied word wall media or treatment. The aims of the post test are to know the ability or the

enrichment of students after give treatment. The sample of this research is 15 students of Pesantren Darut Tahdzib Simullu at 7th grade. This research used 20 instruments which is divided into three kinds of questions, namely 5 items of multiple choice, 5 items of arrange the word and 10 items of matching thus, the total number of pre-test are 20. The 20 questions of this research not only about one topic but four topics they are things at school, things at home, family and part of body. The sample, the instrument and the topic in pre-test same with post-test but, the questions in pre-test and post-test are different.

The researcher did post-test on Friday 20th December 2024 at 08:00 until 09-20 AM (2 x 40 minutes). In this meeting, the researcher distributed 20 questions to students'

The researcher divided into three the result of students pre-test, they are: students score, students classification and the pie chart of students' pre-test. The result of students' pre-test as follows:

a. The Students Score in Post-Test

This section presents the score of students post-test and the classification of students post-test.

Table 4.4 The Students' Score in Post-Test

NO	STUDENTS	POST- TEST	CLASSIFICATION
1	S1	95	Very good
2	S2	100	Excellent
3	S3	75	Average
4	S4	90	Very good
5	S5	100	Excellent
6	S6	100	Excellent
7	S7	90	Very good
8	S8	90	Very good
9	S9	95	Very good
10	S10	95	Very good
11	S11	95	Very good
12	12	70	Average
13	S13	85	Good
14	S14	85	Good
15	S15	85	Good
Average		90,00	

b. The Classification of Students' Post-Test

This section presents the frequency and the percentage of classification students scoring.

Table 4.5 The students' Classification in post-test

NO	CLASSIFICATION	SCORE	FREQUENCY	PERCENTAGE

1	<i>Excellent</i>	96-100	3	20 %
2	<i>Very good</i>	86-95	7	46,66 %
3	<i>Good</i>	76-85	3	20 %
4	<i>Average</i>	66-75	2	13,33 %
5	<i>Fair</i>	56-65	-	0%
6	<i>Poor</i>	36-65	-	0%
7	<i>Very poor</i>	0-35	-	0%
<i>Total</i>			15	100 %

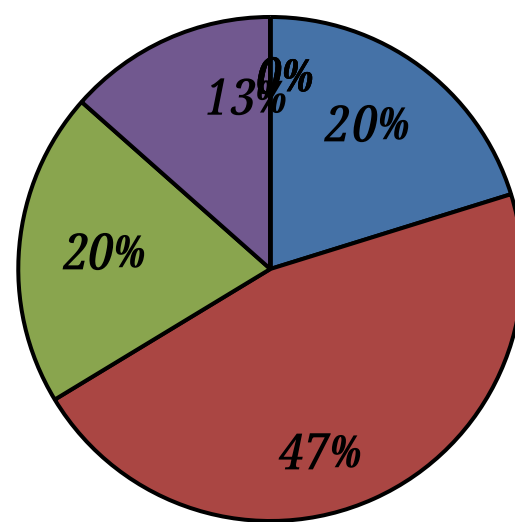
c. The Pie Chart of Students' Post-Test

This section present, the percentage of students' ' score in pie chart.

Table 4.6 The Pie Chart of Students' in Post-Test

POST-TEST

■ Excellent ■ Very Good ■ Good ■ Average ■ Fair ■ Poor ■ Very Poor



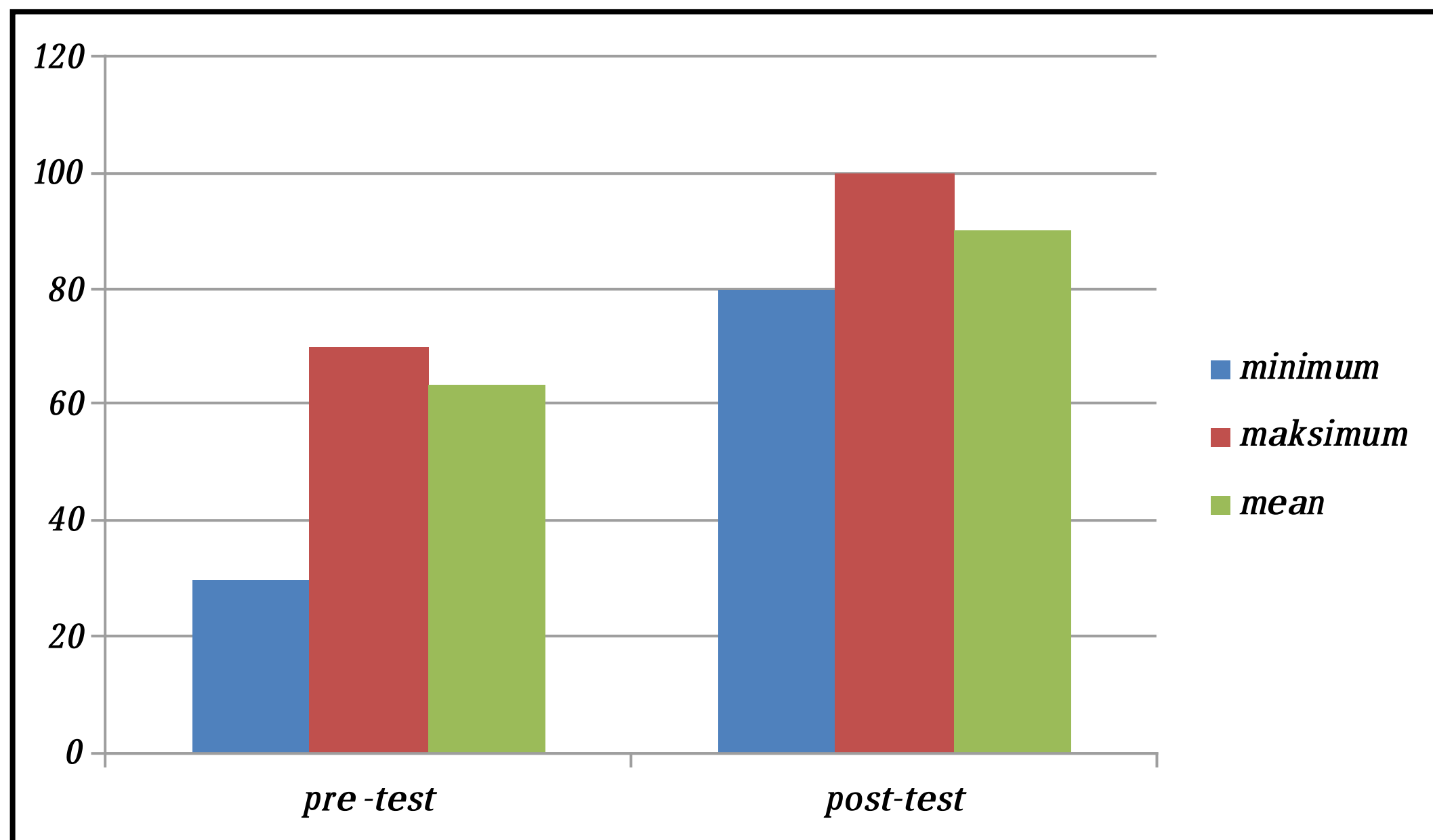
The result of this test based on the three tables above shows that 3 (20 %) students' classified as excellent, 7 (46, 66%) students classified as very good, 3 (20%) students classified as good, and 2 (13,33%) students classified as average. There are no students classified as fair, poor, or very poor. In short, there was enrichment after giving treatment to students.

3. The mean score of students' test

Table 4. 7 The mean score of students' test

	<i>Pre-test</i>	<i>Post-test</i>
<i>Minimum</i>	30	70
<i>Maximum</i>	80	100
<i>Mean</i>	63,33	90,00

Table 4. 8 Diagram of Mean



Based on Table 4.7, the mean score of students' pre-test was 63,33, while the mean score of the post-test was 90,00. This means that the mean score of the post-test was preferable to the pre-test. So, there was an enrichment of students' vocabularies.

4. Normality test

The normality test is the statistical test that is used to know whether the observed of data has a normal distribution or not. The researcher used Shapiro-Wilk to account for the normality test. The criteria of the normality test are as follows:

H_0 is accepted if sig. < 0,05

H_a is accepted if sig. > 0,05

Table 4. 9 The normality test

	<i>Kolmogorov-Smirnov^a</i>			<i>Shapiro-Wilk</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
<i>pretest</i>	,215	15	,060	,914	15	,157
<i>posttest</i>	,180	15	,200	,893	15	,075

a. Lilliefors Significance Correction

Based on the table above, it can see that sig. in the table Shapiro Wilk was 0,75. It means that sig > 0,05, it can be concluded that the data is distributed normally.

5. Homogeneity test

The researcher conducted a homogeneity test to determine whether the data was homogenous or not. The hypothesis for the homogeneity test is formulated as follows:

H₀: the variance of the data is not homogenous

H_a: the variance of the data homogenous

The criteria of the homogeneity test are as follows:

H₀ is accepted if Sig. < 0.05

H_a is accepted if Sig. > 0.05

Table 4. 10 The homogeneity test

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
<i>Based on Mean</i>	1,311	2	10	,312
<i>Based on Median</i>	,964	2	10	,414
<i>Based on the Median and with adjusted df</i>	,964	2	5,895	,434
<i>Based on trimmed mean</i>	1,284	2	10	,319

Based on the table above it can be seen that sig. in the table of Shapiro Wilk was 0,312. It means that sig. > 0, 05 is the normal distribution.

6. Paired sample t-test

The hypothesis testing was conducted to find out the enrichment of students' vocabulary using word wall media. The aim of T - test is to know whether or not the pre-test and post-test scores are effective.

Table 4. 11 The result of the paired sample statistic

<i>Paired sample T-test</i>		
<i>Pair 1</i>	<i>Mean</i>	<i>N</i>

<i>Pre- test</i>	<i>63,33</i>	<i>15</i>
<i>Post test</i>	<i>90,00</i>	<i>15</i>

Based on the table above it shows that the mean score of the pre-test before applied the mind mapping method to 15 students' was 63,33, while the mean score of the post-test after applied the method is 90,00.

Table 4. 12 The result of the paired sample T-test

<i>Paired sample T- test</i>		
<i>Pair</i>	<i>T</i>	<i>Sig.</i>
<i>Pre- test</i> <i>Post - test</i>	<i>-10,181</i>	<i>.000</i>

Based on the table above, the significance value of sig. 0.000 < 0,05. This indicates there is a difference between the pre-test and post-test. It can be concluded that H₀ is rejected and H_a is accepted.

B. Discussion

Based on the analysis data this research finding to answer the question " Does the use of word wall media can enrich students' vocabulary?" . The subject of this research was 15 students' in class 7th in

Pesantren Darut Tahdzib Simullu. The researcher collects the data use pre-test and post-test. The aims of pre-test are to know the ability of students' before applied the method word wall media. Furthermore, the post-test applied after gave treatment to students' and the aims of post-test is to know is there an increase of students' vocabulary after applying word wall media method. The result of the research showed that the mean score of pre-test is 63, 33 while the mean score of post-test is 90, 00. It showed there was an enrichment of students' vocabulary that was taught using word wall media.

After that, the researcher calculated the normality and the homogeneous data to determine whether the data is normal and homogeneous. Meanwhile, based on the null hypothesis H_0 " Word wall media is not effective enrich students' vocabulary" is rejected and alternative hypothesis H_a " Word wall media can enrich students' vocabulary " is accepted. It means there was an enrichment of students' vocabulary after applied word wall media method.

In addition, learned used word wall method make students' more easily in remembered the vocabularies they had learned, because in word wall media not only showed the translation of things but also used picture.

The used of that picture stimulated the students' memory, so the

students easy to remembered. As Walter (1997) stated one of the importance of learning vocabulary is remembering.

One of the advantages is after applied word wall media in the class, the word wall media attached to the wall. Thus, students not only learn that day but every day, when students' comes to school the student will see a collection of vocabulary words with pictures stuck on the wall. As Walter stated (1997) the importance of leaning vocabulary are consolidation and extension. So if the collection of words stuck on the wall the vocabularies students learned not forgotten.

The word wall media method is a great to make the teaching and learning activity to be more interest and fun. This media helps to motivate students creative and active in learning vocabulary. This is in line with Restu Triani (2020) stated teaching used word wall media can make students to be active and interest in learning vocabulary and also motivated students to learn vocabulary.

The result of this research in line with previous studies Aziz and Gantara (2021) stated learning vocabulary used word wall media make English learning more interest and fun. Also there is an enrichment of students' vocabulary after applied word wall media.

In conclusion, based on the result it can be seen that the use of word wall media can significantly enrich students' vocabulary. Therefore, word wall media can enrich students' vocabulary mastery in class 7th at Pesantren Darut Tahdzib Simullu.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents a conclusion and suggestion

A. Conclusion

Based on the result of research and discussion, the researcher concludes that word wall media enrich students' vocabulary mastery. It can be proven from the finding which shows the difference between the mean of pre-test and post-test. The mean of post-test scores was higher than pre-test scores. The mean of the post-test was 90, 00, while the mean of the pre-test was 63, 33. The further support based on the T-test, result shows that the difference between the two means is significant. Moreover, the researcher found that H_a is accepted and H_0 is rejected. In other words, word wall media helped and enriched students' ability to master vocabulary. Because of that, word wall media is one of the effective media used in teaching-learning.

B. Suggestion

After conducting research, the researcher proposes some suggestions that hopefully would be beneficial for students' teachers and another researcher who is interested in applying word walls to enrich students' vocabulary. The suggestions are as follows:

1. for Teachers

The use of word wall media in learning vocabulary it is recommended that teacher make greater use of this interactive media during language lessons. Specially learn English vocabularies. Word wall media has been shown to help students' remember and understand new vocabulary through fun and game based activities. For future researcher, it is suggested to conduct studies at different educational levels or with larger sample sizes to obtain more generalizable results. Further studies could also explore how word wall media compares to other learning media tools in terms of effectiveness. Additionally, future research may benefit from examining the impact of word wall media not only on vocabulary acquisition but also on broader language skill, such as reading, writing, and speaking.

2. for Students

Based on the findings of this study on the use of traditional word wall media in learning vocabulary, it is recommended that students to utilize this tool as a learning aid within the classroom. The traditional word wall media , has been shown to help students' more easily

remember and understand new vocabulary since the words are always visible and become part of their daily learning environment. Students' can also become more actively involved in the learning process by adding new words independently or through group activities. For future research, it' s suggested to observe the effectiveness of the traditional word wall with digital media like the online word wall platform.

3. for Researcher

Based on the findings of this study on the use of traditional Word Wall media in vocabulary learning, it is recommended that future researchers consider implementing this tool more systematically within classroom activities. Traditional Word Walls have proven to offer strong visual support in helping students recognize and retain new vocabulary through repeated daily exposure. Researchers are also encouraged to involve students actively in the creation and development of the Word Wall, as this participation can enhance student engagement and make the learning process more meaningful. For future studies, it is recommended to expand the research scope by including a larger number of participants, varying grade levels, and a

longer observation period. Further research could also examine the comparative effectiveness between traditional Word Walls and digital tools such as the online Wordwall platform, to determine which method better suits different student learning styles. In addition, it would be beneficial for future studies to explore the impact of Word Wall use not only on vocabulary development but also on other language skills such as reading, writing, and speaking.

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APPENDIX 1 RESEARCH INSTRUMENT

RESEARCH INSTRUMENT

PRE- TEST

A. Choose the correct answer by crossing (x) a, b, c, or d.

1. Rina sees plate, knife, and glass. Where is Rina?

- a. At home
- b. At school
- c. At teacher room
- d. At field

2. My mother' s sister is my

- a. Aunt
- b. Sister
- c. Brother
- d. Uncle

3. Who is in the picture?



- a. Grandfather
- b. Grandmother
- c. Sister
- d. Daughter

4. There is a... ..in my classroom



- a. Table
- b. Bag
- c. Clock
- d. Chair

5. What' s this?



- a. Bag*
- b. Book*
- c. Map*
- d. Scissors*

B. Arrange the words bellow!

1. O - O - K - B

2. E - N - P

3. L - P - E - A - T

4. E - E - Y

5. O - T - M - E - R - H

C. Look at the picture! Draw a line and match the words!

SOFA



PLATE



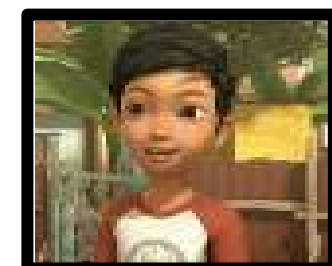
PEN



TABLE



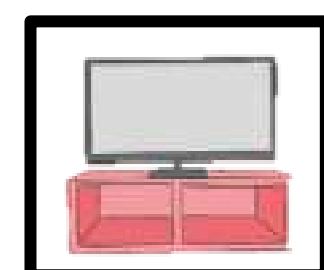
CLOCK



SON



BAG



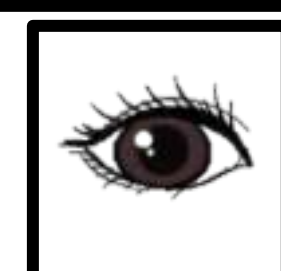
EYE



TELEVISION



COMPUTER



**REASEARCH INSTRUMENT
TREATMENT**

- a. First treatment: things in the school*
- b. Second treatment: things in the house*
- c. Third treatment family*
- d. Fourth treatment: part of body*

**REASEARCH INSTRUMENT
POST – TEST**

- A. Choose the correct answer by crossing (x) a, b, c, or d.
1. Rina sees chair, book, and white board. Where is Rina?
 - a. At home*
 - b. At school*
 - c. At teacher room*
 - d. In the field*
 2. My mother' s brother is my
 - a. Aunt*
 - b. Sister*
 - c. Brother*
 - d. Uncle*

3. Who is in the picture ?



- a. Grandfather*
 - b. Grandmother*
 - c. Sister*
 - d. Daughter*
4. There is a... ..in my classroom



- a. Table*
- b. Bag*
- c. Clock*
- d. Chair*

5. What' s this?



- a. Ear*
- b. Nose*
- c. Hair*
- d. Arm*

B. Arrange the words bellow!

1. A - S - D - T - N - U - P

2. W - O - L - T - E -

3. G - I - N - R - E - F

4. G - U - D - A - R - E - T - H

5. N - O - G - U - T - E

C. Look at the picture! Draw a line and match the words!

TOOTH



DAUGHTER



BOLSTER



GLUE



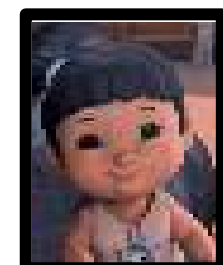
HAIR



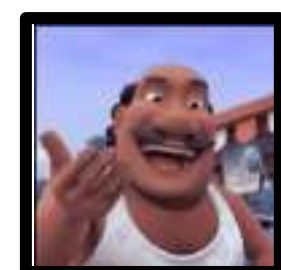
TRASH CAN



SCISSORS



HEAD



UNCLE



KNIFE



APPENDIX 2 LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Tema: Things at School

Alokasi Waktu: 2 x 40 menit

Topik: Vocabulary

Media Pembelajaran: Word Wall (Kartu kata), gambar, papan tulis

I. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik dapat:

- 1. Menyebutkan nama-nama benda di sekolah dalam bahasa Inggris dengan tepat.*
- 2. Mengidentifikasi arti dan pelafalan kata benda di sekolah dengan benar.*
- 3. Menggunakan kosakata yang ada pada Word Wall dalam kegiatan membaca dan berbicara sederhana.*
- 4. Menunjukkan minat dan partisipasi aktif dalam kegiatan pembelajaran.*

II. Kegiatan Pembelajaran

A. Kegiatan Pendahuluan (10 menit)

- 1. Salam dan presensi siswa.*
- 2. Guru menyampaikan tujuan pembelajaran.*
- 3. Appersepsi: Guru menunjukkan gambar-gambar benda sekolah dan meminta siswa menebak nama benda tersebut.*
- 4. Guru menjelaskan bahwa hari ini akan belajar dengan media Traditional word wall*

B. Kegiatan Inti (50 menit)

1. Mengamati (Observing)

Siswa melihat kartu kata (word cards)

Guru menunjukkan dan membaca satu per satu kata disertai gambar.

2. Menanya (Questioning)

Siswa bertanya tentang arti, pelafalan, atau ejaan kata.

Guru menjelaskan arti dan penggunaan kata dalam kalimat sederhana.

3. Menalar (Associating)

Guru memberikan contoh kalimat menggunakan kata-kata di Word Wall.

Siswa mencoba membuat kalimat sederhana secara lisan.

4. Mencoba (Experimenting)

Siswa diminta membaca dan menunjuk kata pada Word Wall.

Permainan: Guru menunjuk gambar, siswa menyebutkan nama benda tersebut.

5. Mengomunikasikan (Communicating)

Siswa diminta membaca secara berkelompok atau individu.

Beberapa siswa menunjukkan benda nyata di kelas dan menyebutkan namanya.

C. Kegiatan Penutup (10 menit)

- 1. Guru mengulas kembali kosakata yang telah dipelajari.*
- 2. Siswa menyebutkan 3-5 kata yang paling mereka ingat.*
- 3. Evaluasi berupa kuis lisan dan tertulis singkat.*
- 4. Guru memberikan tugas rumah: menulis 5 benda di sekolah dan menggambarinya.*
- 5. Penutup dan salam.*



*Majene , November 2024
Researcher*

Sidrah

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Tema: Things at Home

Alokasi Waktu: 2 x 40 menit

Topik: Vocabulary

Media Pembelajaran: Word Wall (Kartu kata), gambar, papan tulis

I. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik dapat:

- 1. Menyebutkan kosakata benda-benda dan aktivitas di rumah dalam Bahasa Inggris.*
- 2. Mengucapkan kosakata dengan pelafalan yang benar.*
- 3. Menggunakan kosakata dalam kalimat sederhana.*
- 4. Berpartisipasi aktif dalam kegiatan pembelajaran berbasis Word Wall.*

II. Kegiatan Pembelajaran

A. Kegiatan Pendahuluan (10 menit)

- 1. Guru memberi salam dan memeriksa kehadiran siswa.*
- 2. Guru menyampaikan tujuan pembelajaran hari ini.*
- 3. Appersepsi: Guru menunjukkan gambar benda di rumah dan bertanya “ Do you know this in English?”*

B. Kegiatan Inti (50 menit)

1. Mengamati (Observing)

Guru menunjukkan kartu kata (word cards) yang telah ditempel di Word Wall.

Guru membacakan kata, menjelaskan artinya, menunjukkan gambar, dan melafalkannya secara benar.

2. Menanya (Questioning)

*Siswa bertanya tentang makna, pelafalan, atau penggunaan kata.
Guru memberikan contoh penggunaan dalam kalimat sederhana.*

3. Menalar (Associating)

Siswa diminta mencocokkan gambar dengan kosakata yang ada di Word Wall.

Siswa menyebutkan benda-benda yang ada di rumah mereka dalam bahasa Inggris.

4. Mencoba (Experimenting)

Aktivitas: siswa membaca kata secara bergantian dari Word Wall.

Permainan: Find it fast! – guru mendeskripsikan benda, siswa menunjuk kata di Word Wall.

5. Mengomunikasikan (Communicating)

Siswa membuat kalimat menggunakan kata-kata dari Word Wall.

Siswa menulis 3– 5 kalimat tentang benda-benda di rumah mereka dan membacakannya.

C. Kegiatan Penutup (10 menit)

- 1. Guru bersama siswa mengulas kembali semua kosakata yang telah dipelajari.*
- 2. Tanya jawab cepat tentang arti atau pelafalan kata.*
- 3. Guru memberikan tugas rumah: menggambar satu ruangan di rumah dan menuliskan benda-benda di dalamnya dalam Bahasa Inggris.*
- 4. Guru memberi pesan positif, motivasi belajar, dan salam penutup.*



Majene, December 2024
Researcher

Sidrah

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Tema: Family

Alokasi Waktu: 2 x 40 menit

Topik: Vocabulary

Media Pembelajaran: Word Wall (Kartu kata), gambar, papan tulis

I. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik diharapkan mampu:

- 1. Menyebutkan kosakata tentang anggota keluarga dalam bahasa Inggris.*
- 2. Mengucapkan kosakata tentang keluarga dengan pelafalan yang tepat.*
- 3. Menggunakan kosakata keluarga dalam kalimat sederhana.*
- 4. Berpartisipasi aktif dalam kegiatan pembelajaran dengan media Word Wall.*

II. Kegiatan Pembelajaran

A. Kegiatan Pendahuluan (10 menit)

- 1. Guru menyapa dan mengecek kehadiran siswa.*
- 2. Guru menjelaskan tujuan pembelajaran hari ini.*
- 3. Guru melakukan appersepsi: menanyakan kepada siswa siapa saja anggota keluarga mereka.*

B. Kegiatan Inti (50 menit)

1. Mengamati (Observing)

*Guru menunjukkan **word cards** yang telah ditempel di **Word Wall**.*

Guru memperkenalkan satu per satu kosakata beserta gambar dan artinya.

2. Menanya (Questioning)

Siswa bertanya tentang arti kata, cara pelafalan, dan penggunaan kata dalam kalimat.

Guru memberikan contoh kalimat sederhana menggunakan kosakata tersebut.

3. Menalar (Associating)

Guru mengajak siswa mencocokkan gambar anggota keluarga dengan kata yang sesuai.

Siswa diminta membuat kalimat sederhana berdasarkan kata yang ada di Word Wall.

4. Mencoba (Experimenting)

Siswa diminta membaca kata secara bergiliran dari Word Wall.

Permainan kelompok kecil: Find and say it! – Guru menyebutkan deskripsi, siswa menunjuk dan mengucapkan kata yang tepat.

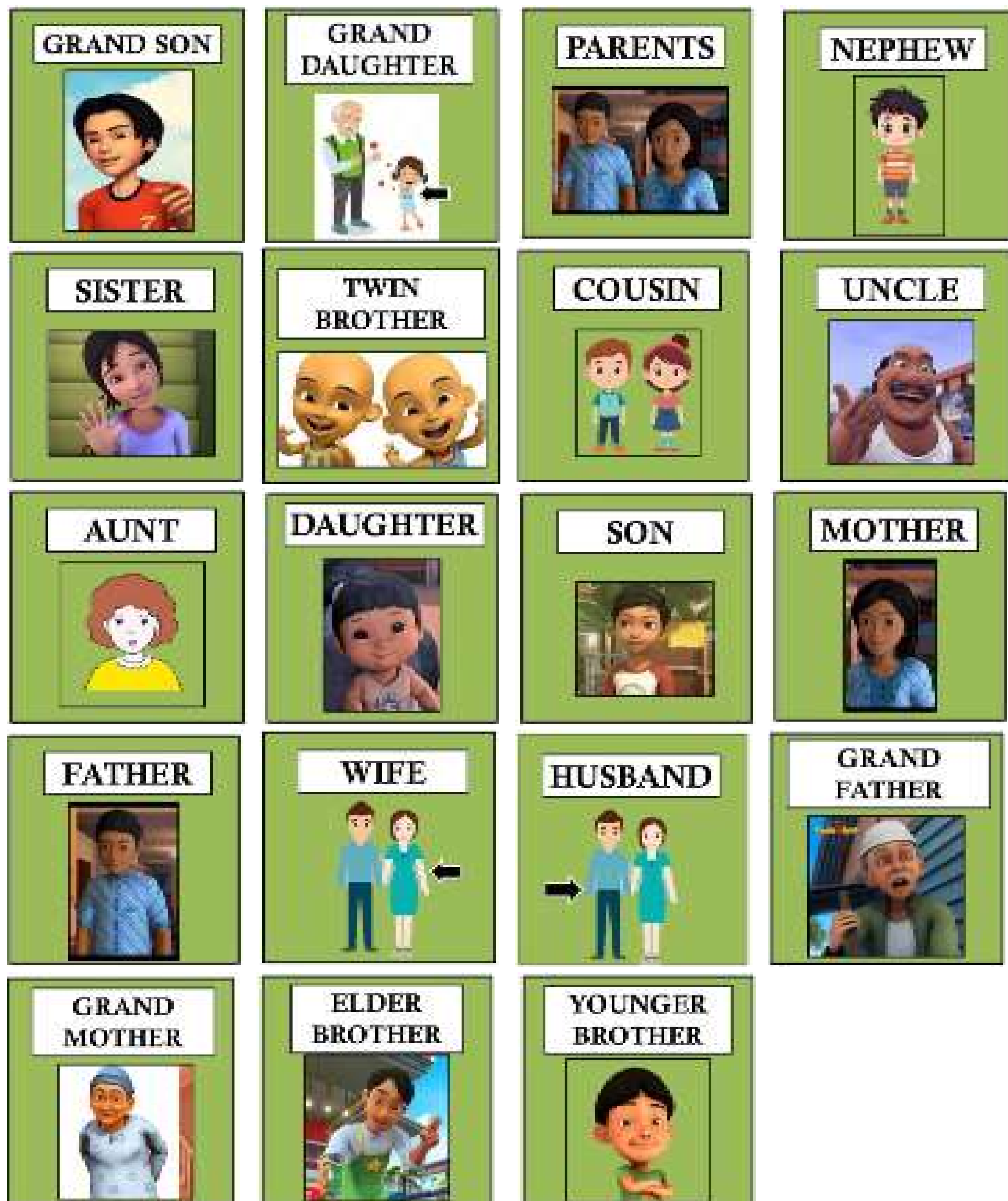
5. Mengomunikasikan (Communicating)

Siswa menyebutkan kalimat tentang keluarganya menggunakan kosakata yang telah dipelajari.

Siswa menulis 3– 5 kalimat tentang anggota keluarga mereka.

C. Kegiatan Penutup (10 menit)

- 1. Guru mengulas kembali semua kosakata tentang keluarga yang telah dipelajari.*
- 2. Tanya jawab singkat untuk mengukur pemahaman siswa.*
- 3. Guru memberikan tugas rumah: menggambar pohon keluarga dan menuliskan anggota keluarga dalam bahasa Inggris.*
- 4. Salam penutup.*



*Majene, December 2024
Researcher*

Sidrah

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Tema: Part of Body

Alokasi Waktu: 2 x 40 menit

Topik: Vocabulary

Media Pembelajaran: Word Wall (Kartu kata), gambar, papan tulis

I. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik diharapkan dapat:

- 1. Menyebutkan bagian-bagian tubuh dalam Bahasa Inggris dengan tepat.*
- 2. Mengucapkan kosakata bagian tubuh dengan pelafalan yang benar.*
- 3. Menggunakan kosakata bagian tubuh dalam kalimat sederhana.*
- 4. Berpartisipasi aktif dalam kegiatan pembelajaran dengan menggunakan Word Wall.*

II. Kegiatan Pembelajaran

A. Kegiatan Pendahuluan (10 menit)

- 1. Guru menyapa siswa dan mengecek kehadiran.*
- 2. Menyampaikan tujuan pembelajaran hari ini.*
- 3. Appersepsi: Guru menunjuk bagian tubuh dan menanyakan kepada siswa dalam bahasa Indonesia, lalu mengarahkan ke Bahasa Inggris.*

B. Kegiatan Inti (50 menit)

1. Mengamati (Observing)

*Guru menunjukkan **word cards** bertema bagian tubuh yang telah ditempel*

Guru membacakan kosakata satu per satu dengan pelafalan yang benar dan artinya.

2. Menanya (Questioning)

Siswa bertanya tentang arti, cara pelafalan, dan penggunaan kata dalam kalimat.

Guru menjawab dan memberikan contoh kalimat sederhana.

3. Menalar (Associating)

Guru dan siswa mencocokkan gambar bagian tubuh dengan kata yang sesuai di Word Wall.

Siswa membuat kalimat pendek menggunakan salah satu kata.

4. Mencoba (Experimenting)

Siswa bergiliran membaca kata dari Word Wall.

Permainan “ Simon Says” : Guru menyebut bagian tubuh, siswa menunjuk bagian tubuh tersebut.

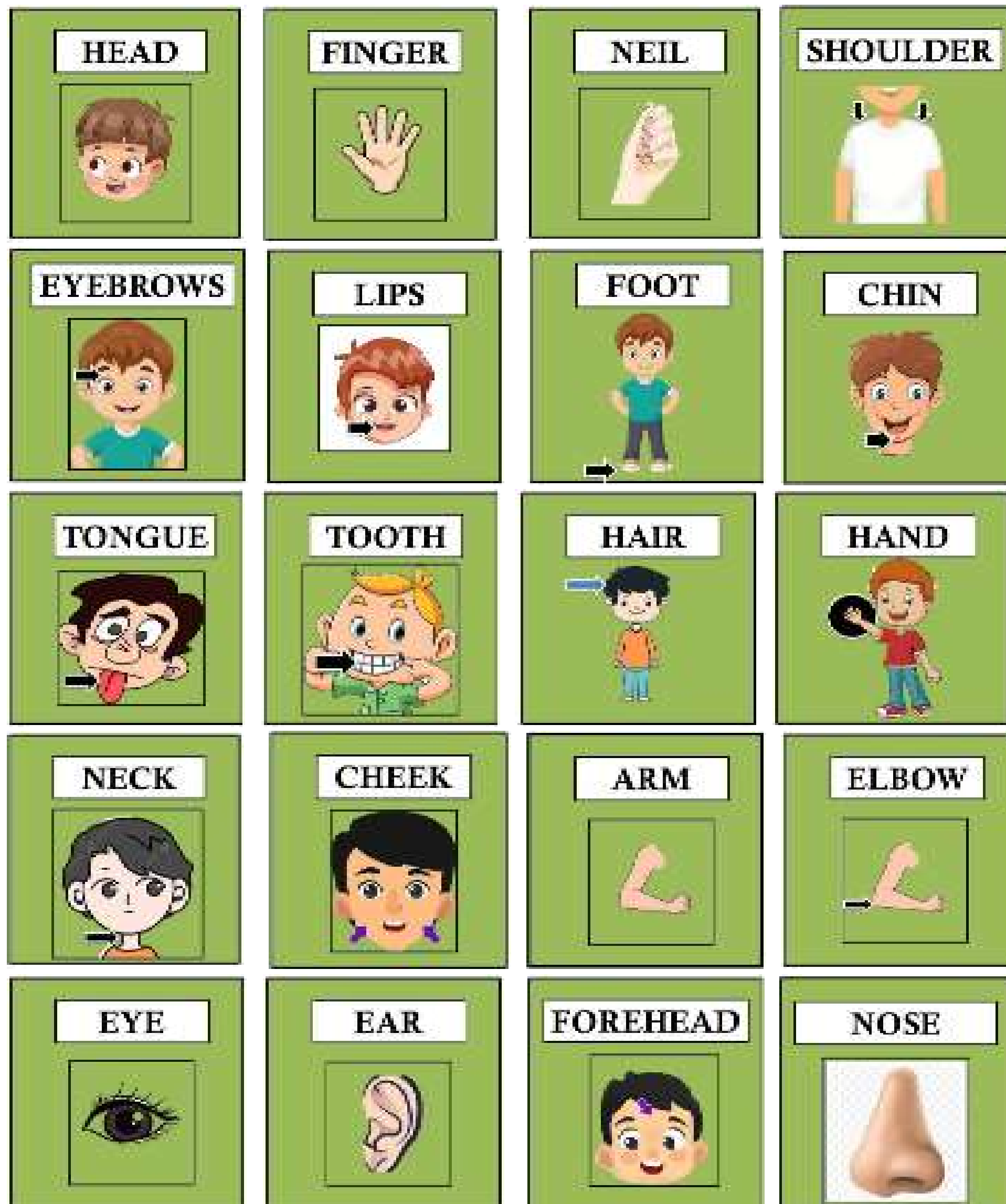
5. Mengomunikasikan (Communicating)

Siswa membuat dan membacakan 2- 3 kalimat tentang bagian tubuh mereka.

Siswa menulis deskripsi pendek tentang diri mereka menggunakan kata-kata dari Word Wall.

C. Kegiatan Penutup (10 menit)

- 1. Guru mengulas kembali seluruh kosakata yang dipelajari.*
- 2. Guru dan siswa tanya jawab cepat menggunakan kosakata.*
- 3. Guru memberikan tugas rumah: menghafal 5 kosakata terkait part of body*
- 4. Salam penutup.*



*Majene, December 2024
Researcher*

Sidrah

APPENDIX 3 STUDENTS' SCORE IN PRE- TEST

NO	STUDENTS	PRE – TEST	CLASSIFICATION
1	S1	75	Average
2	S2	70	Average
3	S3	60	Fair
4	S4	70	Average
5	S5	70	Average
6	S6	70	Average
7	S7	55	Poor
8	S8	70	Average
9	S9	55	Poor
10	S10	70	Average
11	S11	75	Average
12	S12	50	Poor
13	S13	30	Very poor
14	S14	65	Fair
15	S15	45	Poor
Average		63,33	

APPENDIX 4 STUDENTS' SCORE IN POST – TEST

NO	STUDENTS	POST- TEST	CLASSIFICATION
1	S1	95	Very good
2	S2	100	Excellent
3	S3	75	Average
4	S4	90	Very good
5	S5	100	Excellent
6	S6	100	Excellent
7	S7	90	Very good
8	S8	90	Very good
9	S9	95	Very good
10	S10	95	Very good
11	S11	95	Very good
12	S12	70	Average
13	S13	85	Good
14	S14	85	Good
15	S15	85	Good
Average		90,00	

APPENDIX 5 DOCUMENTATION

PRE- TEST



TREATMENT








POST- TEST



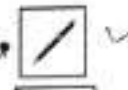









APPENDIX 6

PRE-TEST

24. Choose the correct answer by crossing (x) a, b, c, or d.

- Rina sees plate, knife, and glass . where is Rina?
 - a. At home
 - b. At school
 - c. At teacher room
 - d. At field
2. My mother's sister is my
 - a. Aunt
 - b. Sister
 - c. Brother
 - d. Uncle
3. Who is in the picture ?
 
 - a. Grandfather
 - b. Grandmother
 - c. Sister
 - d. Daughter
4. There is a in my classroom
 
 - a. Table
 - b. Bag
 - c. Clock
 - d. Chair
5. What's this ?
 

C. Look at the picture! Draw a line and match the words!

KNIFE		<input checked="" type="checkbox"/>
PLATE		<input checked="" type="checkbox"/>
PEN		<input checked="" type="checkbox"/>
TABLE		<input checked="" type="checkbox"/>
CLOCK		<input checked="" type="checkbox"/>
SON		<input checked="" type="checkbox"/>
BAG		<input checked="" type="checkbox"/>
EYE		<input checked="" type="checkbox"/>
TELEVISION		<input checked="" type="checkbox"/>
COMPUTER		<input checked="" type="checkbox"/>

- a. Bag
- b. Book
- c. Map
- d. Scissors

B. Arrange the words below!

- O O K B
- E N P
- L P E A T
- E E Y
- O T M E R H

A. Choose the correct answer by crossing (x) a, b, c, or d.

1. Rina sees plate, knife, and glass, where is Rina?
 a. At home
 b. At school
 c. At teacher room
 d. At field

2. My mother's sister is my
 a. Aunt
 b. Sister
 c. Brother
 d. Uncle

3. Who is in the picture?



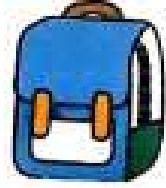
a. Grandfather
 b. Grandmother
 c. Sister
 d. Daughter

4. There is a in my classroom



a. Table
 b. Bag
 c. Clock
 d. Chair

5. What's this ?



C. Look at the picture! Draw a line and match the words!

NOVA		X
PLATE		X
PEN		✓
TABLE		X
CLOCK		✓
SON		X
BAG		✓
EYE		✓
TELEVISION		X
COMPUTER		X



- a. Bag
- b. Book
- c. Map
- d. Scissors

B. Arrange the words bellow!











1. O → O → K → B
2. E → N → P
3. L → P → E → A → T
4. E → E → Y
5. O → T → M → E → R → H

POST-TEST

A. Choose the correct answer by crossing (x) a, b, c, or d.

1. Rina sees chair, book, and white board. Where is Rini?
 - a. At home
 - b. At school
 - c. At teacher room
 - d. In the field
2. My mother's brother is my
 - a. Aunt
 - b. Sister
 - c. Brother
 - d. Uncle
3. Who is in the picture?
 
 - a. Grandfather
 - b. Grandmother
 - c. Sister
 - d. Daughter
4. There is a in my classroom
 
 - a. Table
 - b. Bag
 - c. Clock
 - d. Chair
5. What's this?
 

C. Look at the picture! Draw a line and match the words!

TOOTH	
DAUGHTER	
BOLSTER	
GLUE	
HAIR	
TRASH CAN	
SCISSOR	
HEAD	
UNCLE	
KNIFE	

- a. Ear
- b. Nose
- c. Hair
- d. Arm

B. Arrange the words bellow!

1. A - S - D - T - N - U - P *Dustpan*
2. W - O - L - T - E - *toilet*
3. G - I - N - R - E - F *FINGER*
4. G - U - D - A - R - E - T - H *Daughter*
5. N - O - G - U - T - E *Tongue*

A. Choose the correct answer by crossing (x) a, b, c, or d.

1. Rina sees chair, book, and white board. Where is Rina?
 a. At home
 b. At school
 c. At teacher room
 d. In the field

2. My mother's brother is my
 a. Aunt
 b. Sister
 c. Brother
 d. Uncle

3. Who is in the picture ?



- a. Grandfather
 b. Grandmother
 c. Sister
 d. Daughter

4. There is a.....in my classroom



- a. Table
 b. Bag
 c. Clock
 d. Chair

5. What's this ?



- a. Ear
 b. Nose
 c. Hair
 d. Arm

B. Arrange the words bellow!

1. A-S-D-T-N-U-P *Tasdpn*
 2. W-O-L-T-E- *Towel*
 3. G-I-N-R-E-F *Finger*
 4. G-U-D-A-R-E-T-H *daughter*
 5. N-O-G-U-T-E *Tongue*

C. Look at the picture! Draw a line and match the words!

TOOTH	
DAUGHTER	
BOLSTER	
GLUE	
HAIR	
TRASH CAN	
SCISSOR	
HEAD	
UNCLE	
KNIFE	

A. Choose the correct answer by crossing (x) a, b, c, or d.

- Rina sees chair, book, and white board. Where is Rina?
 - a. At home
 - b. At school
 - c. At teacher room
 - d. In the field

- My mother's brother is my
 - a. Aunt
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3. Who is in the picture?



- a. Grandfather
- b. Grandmother
- c. Sister
- d. Daughter

4. There is a.....in my classroom



- a. Table
- b. Bag
- c. Clock
- d. Chair

5. What's this?



- a. Ear
- b. Nose
- c. Hair
- d. Arm

B. Arrange the words bellow!

- A - S - D - T - N - U - P *Dustpan*
- W - O - L - T - E - *Table*
- G - I - N - R - E - F *Finger*
- G - U - D - A - R - E - T - H *Daughter*
- N - O - G - U - T - E *Tongue*

C. Look at the picture! Draw a line and match the words!

TOOTH	
DAUGHTER	
BOLSTER	
GLUE	
HAIR	
TRASH CAN	
SCISSOR	
HEAD	
UNCLE	
KNIFE	



KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) MAJENE
JURUSAN TARBİYAH DAN KEGURUAN
Jl. Balal Latihan Kerja (BLK) Kel. Totoll Kec. Banggae Kab. Majene
Website: www.stainmajene.ac.id email: stainmajene16@gmail.com

FORMULIR PERSETUJUAN PROPOSAL PASCA SEMINAR

Judul : The Use of Word Wall Media to Enrich Students' Vocabulary 7th
Grade at Pesantren Darut Tahzib Simullu
Nama : Sidrah
NIM : 10256118015
Prodi : Tadris Bahasa Inggris
Jurusan : Tarbiyah dan Keguruan

Setelah dengan seksama meneliti dan mengoreksi Proposal Skripsi yang bersangkutan, Pembimbing I dan Pembimbing II serta Penguji I dan Penguji II memandang bahwa Proposal Skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk dilanjutkan ke tahap penelitian.

Demikian persetujuan ini diberikan untuk proses lebih lanjut.

Majene, 04 Oktober 2024

Mengetahui,

Pembimbing I

Nihla Afdaliah, S.Pd., M.Pd.
NIP. 199104242019032016

Pembimbing II

Rina Marlina S.S., M.Hum.
NIP. 199206122019032027

Penguji I

Uswatunnisa, S.Pd., M.Hum.
NIP. 199307272019032023

Penguji II

Syamsinar, S.Pd., M.Pd
NIP. 198503012019032007

Surat Permohonana Rekomendasi Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) MAJENE
BLK Ling. Passarang, No.17, Kel. Totoli, Kec. Banggae Kab. Majene Prov. Sulawesi Barat
Telp. 085398569773 / 0811572411 / 085242949267
website: www.stainmajene.ac.id, email: stainmajene16@gmail.com

Nomor : B.504/Sti.03/1.1/PP.00.9/11/2024

Majene, 18 November 2024

Sifat : Penting

Lamp : 1 (satu) Rangkap

Hal : **Permohonan Rekomendasi Izin Penelitian**

Kepada

Yth. Bupati Majene

Cq. Ka. Badan Kesatuan Bangsa dan Politik Majene

Di.-

Tempat

Assalamu Alaikum, Wr. Wb

Dengan hormat disampaikan bahwa mahasiswa STAIN Majene yang tersebut namanya dibawah ini ;

Nama : **Sidrah**

Nim : 10256118015

Jurusan : Tarbiyah dan Keguruan

Bermaksud melakukan penelitian dalam rangka menyusun skripsi yang berjudul **"THE USE OF WORD WALL MEDIA TO ENRICH STUDENTS' VOCABULARY AT PESANTREN DARUT TAHZIB SIMULLU 7TH GRADE"**. Sebagai salah satu syarat untuk memperoleh gelar Sarjana.

Dosen Pembimbing : 1. Nihla Afdaliah, S.Pd., M.Pd
2. Rina Marlina, M.Hum

Untuk maksud tersebut kami mengharapkan kiranya mahasiswa yang bersangkutan dapat diberikan izin untuk mengadakan penelitian dari tanggal : 20 November s/d 20 Desember 2024.

Demikian atas kerjasamanya diucapkan terima kasih.

Wassalam

a.n Ketua

Wakil Ketua Bidang Akademik,



Dr. Muliadi, M.Sos.I

Nip. 197308281998031001

Tembusan :

1. Ketua STAIN Majene
2. Mahasiswa yang bersangkutan
3. Kepala DP Mp Tip
4. Arsip

Surat Rekomendasi Penelitian



**PEMERINTAH KABUPATEN MAJENE
BADAN KESATUAN BANGSA DAN POLITIK**

Alamat : Jl. Jend.Ahmad Yani No. 105 Deteng-Deteng Majene
Telp. (0422) 21353 Email : kesbangpol28@gmail.com

REKOMENDASI PENELITIAN

Nomor : 070/638 / XI /2024

1. Dasar : 1. Undang-undang Nomor 32 Tahun 2004 tentang Pemerintah Daerah (Lembaran Negara Republik Indonesia Tahun 2004 Nomor 125, Tambahan Lembaran Negara Republik Indonesia Nomor 4437) sebagaimana telah beberapa kali diubah terakhir dengan Undang-Undang Nomor 12 Tahun 2008 tentang Perubahan Kedua atas Undang-Undang Nomor 32 Tahun 2008 Nomor 59, Tambahan Lembaran Negara Republik Indonesia Nomor 4844);
2. Peraturan Menteri dalam Negeri Republik Indonesia Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
3. Peraturan Bupati Majene Nomor 53 Tahun 2018 tentang Perubahan atas Peraturan Bupati Majene Nomor 29 Tahun 2017 tentang Pelimpahan Kewenangan Penandatanganan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene;
4. Surat Edaran Bupati Majene Nomor : 800/Org-Peg/38/II/2017
2. Menimbang : 1. Untuk Tertib administrasi dan pengendalian pelaksanaan penelitian dalam rangka kewaspadaan Dini perlu dikeluarkan Surat Rekomendasi Penelitian
2. Surat Permohonan Rekomendasi Izin Penelitian Wakil Ketua Bidang Akademik Sekolah Tinggi Agama Islam Negeri (STAIN) Majene Nomor : B.504/Sti.03/1.1/PP.09/11/2024 Tanggal 18 November 2024

Badan Kesatuan Bangsa dan Politik Kabupaten Majene, memberikan Rekomendasi kepada :

Nama : **SIDRAH**
Nim : 10256118015
Pekerjaan : Mahasiswi
Alamat : Simullu Kel.Baruga Kec. Banggae Timur Kab.Majene

Untuk Melakukan Penelitian di **Pesantren Darut Tahzib Simullu** Mulai Tanggal 20 November Sampai Dengan 20 Desember 2024 dengan Proposal berjudul :

“ USE OF WORD WALL MEDIA TO ENRICH STUDENTS’ VOCABULARY AT PESANTREN DARUT TAHZIB SIMULLU 7TH GRADE “

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui kegiatan penelitian tersebut dengan ketentuan :

1. Menaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
2. Sesudah melaksanakan kegiatan, yang bersangkutan diharapkan melapor kepada Bupati Majene melalui Badan Kesatuan Bangsa dan Politik Kabupaten Majene dengan menyerahkan 1(satu) eksamplar foto copy hasil kegiatan.
3. Surat ini dinyatakan tidak berlaku lagi setelah sampai waktu yang telah ditentukan.

Demikian rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya

Majene 18 November 2024

An. Kepala Badan

Kepala Bidang Pengembangan Nilai-Nilai Kebangsaan



RAKHMAT AHMAD, S.Sos

Pangkat: Pembina / IV.a

NIP : 19700712 200902 1 001

Izin Penelitian



PEMERINTAH KABUPATEN MAJENE
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar



IZIN PENELITIAN

Nomor : 500.16.7.2/976/IP/XI/2024

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/638/XI/2024 Tanggal 18 November 2024 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada:

N a m a : SIDRAH
Pekerjaan : Mahasiswi
N I M : 10256118015
Program Study/Jurusan : S1 Tadris Bahasa Inggris
Universitas : STAIN Majene
Alamat : Simullu Kel. Baruga Kec. Banggae Timur
Kab. Majene

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul "USE OF WORD WALL MEDIA TO ENRICH STUDENTS' VOCABULARY AT PESANTREN DARUT TAHZIB SIMULLU 7 th GRADE" dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab.Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
Pada Tanggal : 21-11-2024
Kepala Dinas



Hi.LIES HIFAWATI THAHIR, S.Sos, M.Adm.Pemb.
Pangkat: Pembina Utama Muda
Nip. 196809281992032011

Surat Keterangan Selesai Meneliti



YAYASAN KESEJAHTERAAN RIDHA
PONDOK PESANTREN SALAFIYAH DARUT TAHZIB WUSTHA
Alamat: Jl. KH Umar Gani No. 11 Lungk. Simullu Kel. Baruga Kec. Banggae Timur Kab. Majene Prov. Sulbar KP.91414

SURAT KETERANGAN

Nomor : 07/YKR/PPS/DT-WUSTHA/1/2025

Yang bertanda tangan dibawah ini, Kepala Pesantren Darut Tahzib Simullu, menerangkan bahwa:


Nama : **Sidrah**
NIM / NIMKO : 10256118015
Jurusan/Program Study : **Tarbiyah dan Keguruan / Tadris Bahasa Inggris**
Pekerjaan : **Mahasiswi STAIN MAJENE**

Benar telah melakukan penelitian dalam rangka penyusunan Skripsi / Thesis / Disertasi dan pengumpulan data dengan judul “ **THE USE OF WORD WALL MEDIA TO ENRICH STUDENTS' VOCABULARY AT PESANTREN DARUT TAHZIB SIMULLU 7TH GRADE**” pada Pesantren Darut Tahzib Simullu yang dilaksanakan mulai tanggal 20 November sampai dengan 20 Desember 2024

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Majene, 24 Januari 2025

Pimpinan Pesantren


MUHAMMAD MURSIL,BA.
NIP :196411022007011011

CURRICULUMVITAE



***Sidrah** was born on March 13th 2000 in Majene. She is the second child from four children, from her beloved parents Mr. Saeni and Mrs. Idawati. She has three siblings.*

She started her education at SDN. No. 38 Inpres Copala

Kota and graduation in 2012. Then, she continued her study in MtsN 1 Majene and graduated in 2015. She continued her study in MA AL-Muawanah Simullu and graduated in 2018. In following academic years, She continued her study in State Islamic College of Majene at Tarbiyah and Teaching Training of English Education Program S.1 degree and graduated in 2025 In 2021 she carried out PPL at SMKN 3 Majene on 30 September 2021 – 19 November 2021. She carried out KKN in Rumpa Mapilli village on 2 February 2022 – 18 March 2022.