THE IMPLEMENTATION OF WALL CHART MEDIA TO IMPROVE STUDENTS VOCABULARY MASTERY IN EFL CLASSROOM AT MTS WAHID HASYIM BALUNG

THESIS

By:

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**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill one of the requirements
For a Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Department
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THESIS

This Thesis has been examined and approved in Partial fulfillment of the
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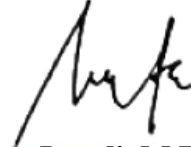English Eduation Study Program

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MOTTO

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خَيْرُ النَّا سِ اَنْفَعُهُمْ لِلنَّاسِ

</div>

The best people are those who are most beneficial to humans.
(HR. Ahmad)*

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* This hadith was quoted by al-Albani in Sahihul Jami 'no. 3289).

DEDICATION

I sincerely dedicate this thesis to:

1. My beloved Mother, Ms. Hani and also My Father Mr. Toyib who always support me, support everything I choose, and never demands. Thank you for your fight, and I am so lucky to have you in my life.

2. My best brother and sister in-law who always being so understanding and full of support.

3. Me and myself, thank you for being strong and so understanding, thank you for always fight in any situation, you have survived and enjoying the process is a great thing, and I will always loving you in very many different ways.
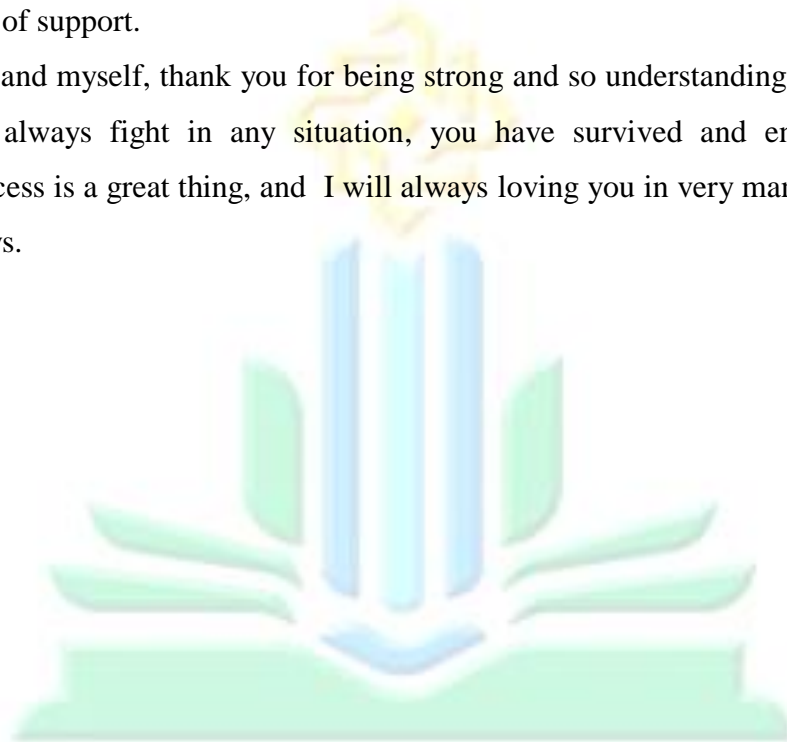
ACKNOWLEDGEMENT

Alhamdulillahi Rabbil 'Alamin. I extend my praise and gratitude for the presence Allah SWT who has given his blessing, guidance, and his the best support for me in my life. So I can accomplish this undergraduate thesis. Sholawat and Salam are given to our Prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language Teaching of UN KHAS Jember. The undergraduate thesis untitle "The Implementation of Wall Chart to Improve Students' Vocabulary Mastery in EFL Classroom at MTS Wahid Hasyim Balung".

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9. And also all of my friends who always support me

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Jember, May 29^{th,} 2024

The Researcher

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ABSTRACT

Kholifatul Khofifah, 2024: The Implementation of WAll Chart Media to Improve The Students' Vocabulary Mastery In EFL Classroom At MTS Wahid Hasyim Balung.

Key Words: Wall chart media, Vocabulary Mastery, EFL Classroom

English is an international language, most country used English as their language to communicate each other. Vocabulary is an important aspect in language. As an international language, Teaching English is taught all over the world. Based on the result survey from the researcher at MTS Wahid Hasyim Balung, the researcher found that the most of students in class VIIA have lack on their vocabulary, because the vocabulary is acquired only from textbooks.

The research question of this research was "How is the implementation of wall chart to improve students' vocabulary in EFL Classroom at MTS Wahid Hasyim Balung?" The research objective of this research was to improve students' vocabulary mastery using wall chart at seventh grade MTS Wahid Hasyim Balung.

In this study, the location of the research was in MTS Wahid Hasyim Balung. The researcher used Classroom Action Research (CAR) as a method. Classroom Action Research is a kind of research that was conducted by researcher which focus on solving problems faced in the classroom. The steps of classroom action research are planning, acting, observing, and reflecting. The participant of this research consist of 28 students. The research was carried out in two cycles.
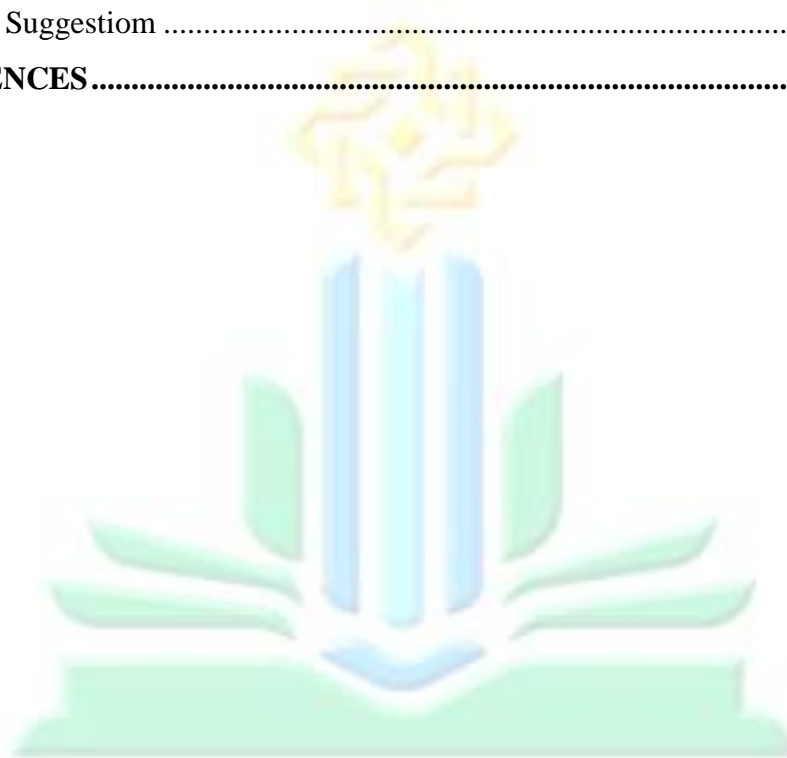
The researcher has conducted 2 test and there are pre-test and post-test. The criteria of success is 75. The result in this research showed that in post-test cycle 1 the mean score was 72 and the post-test in cycle 2 the mean score was 79. It means that the score of cycle 2 was higher than score of cycle 1. Vocabulary mastery in cycle 1 and cycle 2 there was an improvement as indicated by the result of the post-test given by the researcher. The percentage of students' score who achieve the criteria of success in cycle 1 was 57% and in cycle 2 was 78%. It shows that students who mastering vocabulary increased up to 21%. Thus, it can be concluded that wall chart as a media was appropriate to improve students' vocabulary mastery.

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CHAPTER I

INTRODUCTION

A. Research Background

English is an international language, most country used English as their language to communicate each other. As an international language, Jereme in Rita state "English Teaching English is taught all over the world, English as the second or as foreign language".[1] One of the country is in Indonesia. Teaching English is taught in order to improve students' knowledge, students' skills are also insights that received by students. The language can improve the quality of the students themselves. In Indonesia English is a foreign language, and its being important language to learn.[2] it is stated in Alquran one of the surat which explains about learning language is surah Ar-Rum:22

وَمِنْ اٰيٰتِهٖ خَلْقُ السَّمٰوٰتِ وَالْاَرْضِ وَاخْتِلَافُ اَلْسِنَتِكُمْ وَاَلْوَانِكُمْۗ اِنَّ فِيْ ذٰلِكَ لَاٰيٰتٍ لِّلْعٰلِمِيْنَ

The meaning:"And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed, in that are signs for those knowledge." (Ar-Rum.30: 22)[3]

The context of surah Ar-Rum:30:22 is how God created differences among His creatures, which leads to the urge for learning many aspects from those differences. One of those is language. Human can improve the ability to communicate and interact within society by learning the languages from

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[1]Rita Afkarina. Improving students' vocabulary mastery through flashcards media at the eight grade of MTS Raudlatus Syabab

[2] Muh. Hanafi, April 8, 2022, *http://pbi.umsrappang.ac.id/index.php/content/news/ perkembangan-pendidikan-bahasa-inggris-di-indonesia.*

[3] Al-Quran,30:22

different countries. And English one way to communicate with people another country.

For this reason teaching English should be presented in an interesting quality and appropriate to the development level of students. One of materials presented is vocabulary material. Because vocabulary is an important part of learning English, of course to communicate smoothly. That's why the teachers should make lesson at school using interesting ways.

Vocabulary is the key to mastering language skills. One of the key aspects for students and teachers to master it plays an important role in helping students acquire these skills. Vocabulary is very important knowledge in English class. Teachers must be smart and clever to increase the vocabulary of their students, because if the vocabulary of the students is not sufficient, there will be no proper and clear communication between the teacher and students. Students' who have more enough vocabulary can speak, write, and listen well.[4]

Furthermore vocabulary is also the set of words used to express the idea of having Good understanding of information and communication. In another definition vocabulary is a set of words that form a skeleton. Mc. Carthy state "no matter how well the student learns grammar, no matter how successfully the sounds L2 just cannot happen in any meaningful way."[5] So, knowledge of vocabulary is basic and very important controlled by someone

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[4] Misbahuddin, "The Correlation between Students Mastery of Vocabulary and Their Reading Ability" (Undergraduate Thesis, UIN Syarif Hidayatullah Jakarta, 2011), 53.
[5] Via Destika, "The Influence Of Using Wall Charts Towards Students' Vocabulary Mastery At The Eighth Grade of MTS Muhammadiyah Bandar Lampung in The Academic Year of 2019/2020", 15.

to communicate. The more vocabulary have someone, the more likely that person is skilled in talk and communicate. In addition, communication also established with well and the message conveyed can be well received. Therefore, vocabulary must be owned by everyone to communicate in order facilitate the process of sending and receiving information.

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

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

Given the important of learning English as an international language, teacher must have learning media in order to learn effectively and efficiently

according to the intended purpose. In the learning process the benefits of teaching media in the student learning process, namely teaching will attract more students' attention so that it can motivate learning and students can do more learning activities because not only listening to the teacher's description but also other activities such as observing, doing, demonstrating, playing and others. Because the media can help teacher in transferring the learning concept. Otherways, the media can use as a substitute teacher[6]. According to this, media can be divided into three elements. audio, visual, and audiovisual.

Some learning media that are often use in the process of increasing students vocabulary are using word wall, English film screenings, digital application, spinning wheel, and English song.[7] The audio, visual, and audiovisual media very helpful the teacher in learning process that can make students more enthusiasm in receiving the material. And for this research the researcher focus on the visual media which includes wall chart media. Existing problem require the use of interesting media in the classroom variations of media used to capture the attention and enthusiasm of students by increasing their vocabulary[8]. The researcher interested to use wall chart as a learning media in this research.

Wall chart is one of the effective media for students, because this media can make easier for students to remember and understand many

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[6] Lestari Iis Dewi, Diah, and Lestari Anggraini Puji, Penggunaan Media Audio, Visual, dan Audiovisual Dalam Meningkatkan pembelajaran Kepada Guru-Guru (Jurnal PKM : Pengabdian Kepada Masyarakat, 2018)

[7] Radar Semarang, 11 juli 2023.

[8] Fitri Nur Anisa, "Peningkatan Kemampuan Penguasaan Kosakata Melalui Penggunaan Media *pop Up* Pada Siswa Tuna Rungu Kelas 1 SD di SLB Damayanti Sleman" (Skripsi. Universitas Negeri Yogyakarta, 2018), 4

vocabulary words. As the name implies, a wall chart is a chart or picture that can be pasted on a wall, usually in the form of a schematic, chart, or picture. Another definition from Via Destika she said that wall chart is pictures that teacher using for stimulating students' motivation to study.[9] While Doff in Nora Fitria state that a charts (sometimes called wall chart) is a large sheet that a card with writing, picture, or diagrams which the teacher can either hold up for the class to see or display on the wall or blackboard used for extended presentation or practice.[10] Wall chart is a large card displaying a diagram or picture used by the teachers to improve the English vocabulary mastery of their students. Wall chart commonly consist of a combination of visual and verbal materials[11]

Wall charts are not designed for decoration only, but primarily to assist the study of one or other topic.[12] Wall chart must be clearly visible to all students. Because this can help the students encounter the words everyday everytime whenever they are in the classroom. By doing so, the students can memorize the vocabulary unconsciously.

Regarding to the wall chart media, there are previous research conducted by Yesi Ana Mariati in SMP 8 Banda Aceh with the title "The implementation of word wall media on improving students english

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[9] Via Destika, 19.

[10] Nora fitria, Samsul Ali, & TM Rafsanjani, "the use of wall chart in instruction to improve the eight grade students'vocabulary mastery".

[11] Lilis Patria, Sudarsono, Eni Rosnija, "The Use of WALL Chart As Media To Teach Voabulary." Journal Of English Educational Study Volume 3 Issue 2 (November 2020: 169-177

[12] Duminy, P.A. Teaching Practice. Cope Town: Masker Miller Longman, 1992.

vocabulary" proved that wall chart as a media effectively and successfully to increase students' vocabulary.

The second research was conducted by Sarah Mar'atul Azizah (2016). "The Use of Wall Chart to Improve Students' Vocabulary Mastery at Grade IV Students of SDN Gambiranom to improve the students' vocabulary mastery at grade IV. From the research, the researcher finding that the use wall chart was able to improve the sudents vocabulary mastery. And the last research from Nova Fitria, Samsul Ali, and T.M Rafsanjani. The study was aimed to find out the difference between the Eight grade students who are though vocabulary using wall chart and without wall chart, and the result is that wall chart can improve the students' vocabulary who are though vocabulary using wall chart.

Based on the result survey from the researcher at MTS Wahid Hasyim Balung, the researcher found that the most of students in class VII a have lack on their vocabulary during this period. Because the vocabulary is acquired only from textbooks. And the teacher teach the learning process without their supporting elements such as media. Thus, the learning process without media interferes with memorizing vocabulary. In addition, Muhammad Hafifi S.Pd, an English teacher at MTS Wahid Hasyim Balung said that the learning process is rarely used the medium in English teaching. Teacher often teach students using a textbook. The teacher also said that wall chart media was never used in the process of teaching and learning.

Regarding the case above, researcher interested to apply wall chart as a media. The researcher believe that wall chart media is an interesting and suitable medium to apply and to improve the students' vocabulary.

B. Research Question

How is the implementation of wall chart media to improve students' vocabulary mastery in EFL Classroom at MTS Wahid Hasyim Balung?

C. Research Objective

At this goal state, the objective of this research is:

To investigate and find out whether wall chart media can improve students' vocabulary in EFL Classroom at MTS Wahid Hasyim Balung

D. Research Significance

Research deliverables include researcher contributions. Research benefits can take the form of general research benefits, theoretical and practical research benefits. General goal are more general and overarching research goals. For the practical goal is to find knowledge that can be used directly in the lives of researcher. In the theoretical goal, the purpose of research is the effort of a researcher to find out something.

1. The Practical Goals

In teaching English the use of wall charts can facilitate students in improving vocabulary, and practically this research is expected to be useful for several sectors:

a. Researcher

For the researcher, this study is expected to be able to gain a lot of new knowledge by identifying a problem that occurs and used in making decisions wisely.

b. School

This study can be utilized as a recommendation and input the solve problem that occur in school when teaching English to students who have limited vocabulary. This includes content that can be utilized in other school to help students learn English as a foreign language.

c. The future Researcher

The outcome of this study is further researcher into the impact of the wall chart as a teaching tool on increasing students' vocabulary is also hoped to be pursued. So, the future research on the same subject or variable can use this work as a reference.

2. **The Theoretical**

It is expected that this research result can be one of the contributions of the students of Kiai Haji Achmad Siddiq Jember University by complementing the knowledge research on wall chart as a learning media.

E. **Scope of the research**

In this research, the researcher focused on improving students' vocabulary using wall chart as the media.

F. Definition of key term

1. Implementation

   Implementation is the execution or implementation of previously well-designed activities to achieve a goal. The aim of the implementation of wall chart media in this study for improve students' vocabulary in English teaching.

2. Wall chart

   Wall charts are one of the effective media for students, because this media can make easier for students to remember and understand many vocabulary words. As the name implies, a wall chart is a chart or picture that can be pasted on a wall, usually in the form of a schematic, chart, or picture.

3. Improving students' vocabulary

   Vocabulary mastery is the students' ability to understand, recognize, and used words in a language correctly. Vocabulary mastery is not easy, the students must through several stages to find out the right vocabulary. the importance of mastering vocabulary in improve and develop the students language skill causes language learning to be carried out more seriously and focused.

4. EFL Classroom

   EFL Classroom means English learning by people who live in a place where English is not used as a means of communication in first

language. EFL is English education which students study English in their own country or take short courses taught in English.

CHAPTER II

LITERATURE REVIEW

In this chapter discuss about literature review, includes a description of previous study and theoretical framework that will be used as a guideline in conducting this research.

A. Previous Study

There have been previous studies that using wall chart with differences and similarities to the current research.

1. The first a thesis from Yesi Ana Mariati the title, "The Implementation of Word Wall Media on Students' English vocabulary"[13]. The study aims to investigate the students' vocabulary mastery improvement. This study using quantitative research. Quantitative data analysis was employed through pre-experimental research. And the finding from the research is the word wall media can improve the students' vocabulary mastery.

2. The second study, conduct by Lilis Patria, Sudarsono, and Eni Rosnija (2020) at SMP Negeri 2 Balitang Hilir the tittle "The Use of Wall Chart as Media to Teach Vocabulary".[14] The research was designed to improve the students' vocabulary using wall chart as a learning media. The researcher using action research with two cycles and the collect data using quantitative research. From the research, the researcher findings showed

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[13] Yesi Ana Mariati, "The Implementation of Word Wall Media on Improving Students' English Vocabulary" (Thesis, Ar-Raniry State Islamic University Banda Aceh, 2018) 1.

[14] Lilis Patria, Sudarsono, and Eni Rosnija, "The Use of Wall Chart as Media to Teach Vocabulary," Journal of English Educational Study volume 3 Issue 2 November 2020. 169-177.

that the students could improve to memorize the vocabulary and its meaning with the help of wall charts as a media of learning process.

3. The third study, conducted by Nova Fitria, Samsu Ali, and T.M Rafsanjani (2020) the title is "The Use Of Wall Chart In Instruction to Improve the Eighth Grade Students' Vocabulary Mastery (An Experimental Study at SMP Negeri 4 Banda Aceh)"[15] the study was aimed to find out the difference between the Eight grade students who are taught vocabulary by using wall chart and those who are taught without using wall chart. The researcher using quantitative research and the case study using experimental study. The findings indicate that the teachers of SMP Negeri 4 Banda Aceh who teach vocabulary should implement wall charts as their media in teaching and learning process because the implementation of the media can increase the students' vocabulary mastery.

4. The fourth study, was conducted by Sarah Mar'atul Azizah (2016). "The Use of Wall Chart to Improve Students' Vocabulary Mastery at Grade IV Students of SDN Gambiranom to improve the students' vocabulary mastery at grade IV"[16]. The research is classified as action research was conducted in two cycles. From the research the researcher finding that the use wall charts was able to improve the sudents' vocabulary mastery.

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[15] Nova Fitria, Samsul Ali, and T.M. Rafsanjani, "The Use of Wall Charts in Instructon to Improve the Eighth Grade Students Vocabulary Mastery (An Experimental Study at SMP Negeri 4Banda Aceh), International Journal for Educational and Vocational Studies No 8, 2020, 1.

[16] Sarah Mar'atul Azizah, "The Use of Wall Charts to Improve Students' Vocabulary Mastery at Grade IV Students of SDN Gambiranom in the Academic Year of 2015/2016," (Thesis, Yogyakarta State University, 2016), 1.

5. The fifth, conducted by Naila Widad Nur Jihan (2022) "Improving Students' Vocabulary Mastery Using Web-Base Vocab Game on Gamestolearnenglish.com at Seventh Grade SMPN 2 Senduro"[17]. Aimed to conduct research to improve students' vocabulary using web-base vocabulary game on gamestolearnenglish.com. The collecting data using vocabulary test, observation sheet and interview, with classroom action research as a research design. The result of the study is that using web-based vocab game on gamestolearnenglish.com could improve students' vocabulary mastery.

6. And the last, conducted by Ulik Tasniati (2023) at SMPN 2 Jombang. The tittle is "Using English Song to Enhance the Eight Grade Students' Vocabulary at SMPN 2 Jombang in 2022/2023 Academic Year[18]. This study aimed to enhance the students' vocabulary using English song. The type of this study is class action research with four stages. The result of study is that the English song could enhance the vocabulary the Eight grade students.

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[17] Naila Widad Nur Jihan, "Imroving Students' Vocabulary Mastery Using Web-Based Vocab Game on Gamestolearnenglish.com at Seventh Grade SMPN2 Senduro," 1.

[18] Ulik Tasniati, "Using English Song to Enhance The Eighth Grade Students' Vocabulary at SMPN 2 Jombang in 2022/2023 Academic Year." (Undergraduate Thesis, UIN Kiai Haji Achmad Siddiq Jember, 2023) 1.

Table 2.1
Similarities and Differences of Previous Research

No	Research Title	Similarities	Differences
1	2	3	4
1	A thesis from Yesi Ana Mariati (2018). "The Implementation of Word Wall Media on Improving Students' English Vocabulary"	1. Both of the researcher implementation the same media (wall chart) in their research.	1. Previous research analyzed by Pre-experimental research while this study analyzed by qualitative and quantitative research with classroom action research as research design
2	A journal from Lilis Patria, Sudarsono, and Eni Rosnija (2020). "The Use Wall Chart As Media To Teach Voca bulary"	1. Both researcher analyzed using wall chart in vocabulary test 2. Both of the researcher used Classroom Action Research (CAR) for their research methodology. 3. Both of the researcher the data were collected quantitative namely classroom observation, interview, test score, and questionnaries	1. Previous research as conducted at SMP Negeri 2 Balintang Hilir while this research is conducted at MTS Wahid Hasyim Balung
3	A journal from Nova Fitria, Samsu Ali, and T.M Rafsanjani (2020). "The Use Of Wall Chart In Instruction to Improve the Eighth Grade Students' Vocabulary Mastery (An Experimental Study at SMP Negeri 4 Banda Aceh)	1. Both researcher analyze using wall chart in vocabulary mastery	1. The previous research used quantitative data as the method, while this research uses Classroom Action Research as the method.
4	A thesis from Sarah	1. Both researcher	1. .Previous research as

	Mar'atul Azizah (2016). "The Use Of Wall Chart to Improve Students' Vocabulary Mastery at Grade IV Students of SDN Gambiranom in the Academic Year Of 2015/2016"	analyze the students' vocabulary by wall chart as the media. 2. The both of the researcher used classroom action research for their research methodology.	conducted at SDN Gambiranom while this research is conducted at MTS Wahid Hasyim Balung
5	A thesis from Naila Widad Nur Jihan (2022) "Improving Students' Vocabulary Mastery Using Web-Base Vocab Game on Gamestolearnenglish.com at Seventh Grade SMPN 2 Senduro."	1. Both of researcher focuses on improving students' vocabulary mastery. 2. Both of researchers used Classroom Action Research (CAR) for the research methodology	1. Previous research analyze Web-Based vocab game on gamestolearnenglish.co mas the media. While this research analyze wall chart as the media to improve students' vocabulary mastery. 2. Previous research is using game as tool for teaching students' vocabulary, while this research using wall chart as media to improving students' vocabulary.
6	A thesis from Ulik Tasniati (2023) "Using English Song to Enhance the Eight Grade Students' Vocabulary at SMPN 2 Jombang in 2022/2023 Academic Year".	1. Both researchers analyze used Classroom action Researh for the research methodology	1. Previous research using English song to enhance the eighth grade students' vocabulary while this research using wall chart to improving students' vocabulary. 2. The previous research was conducted at SMPN 2 Jombang, while this research is conducted at MTS Wahid Hasyim Balung.

Previous research used wall charts as a tool in the learning process. Because in fact many students have difficulty learning in English teaching because they don't have a lot vocabulary. To address this gap, this research conducted a case study to improve students' vocabulary using wall charts as a media. By focusing on this process, this research aims to contribute to the existing literature on the use of wall chart in improving students' vocabulary in English classes, with a particular focus on junior high school students, by examining student experiences and evaluating their work, this research provides insight into the effectiveness of using wall chart as a media learning process in English teaching to improve students' vocabulary.

B. **Theoretical Framework**

1. Wall chart

Fun learning is an important aspect of instilling understanding in students. Monotonous learning such as listening to the teacher's potential way of speaking it leads to students getting bored and not understanding well. When teachers are auditioning, learning starts in minutes classroom and students sit passively. Teachers learn by teaching need tools to deliver topics such as media.

The selected media is certainly a simple, interesting one and fun media. So that make it easy for students to understand the meaning of media. There are many types of media that can be used such as various objects, images, letters or symbols to manipulate language, present material easily, and engage students in activities. According to sakat in Yesi Ana,

the use of media in learning process is absolutely necessary to diversify skills and intelligence and acquire skills[19]. These media can influence the learning process, both by teachers who can easily convey the material and students who can easily understand what the teacher is conveying. It can also influence students in improving their own knowledge.

In this study, the researcher would like to use wall chart as a media to help in the learning process. A wall chart is a chart or picture that can be pasted on a wall, usually in the form of a schematic, chart, or picture. And wall chart is a large card displaying a diagram or picture used by the teachers to improve the English vocabulary mastery of their students. Wall chart commonly consist of a combination of visual and verbal materials[20]. According Kang refers a chart to large sheet of paper or card with a text, picture, or diagram that the teachers can hold up for the class to see or display on the wall or blackboard used for extended presentation or practice[21]. Another definition state by Haycraft that wall chart is a large picture used for introducing new vocabulary placed next to the blackboard or on the board itself[22]. Bowen in Nora fitria state that wall chart suitable for pair or group work in intermediate and advance classes and suitable for

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[19] Yesi Ana Mariati, "The Implementation of Word Wall Media on Improving Students' English Vocabulary" (Thesis,Ar-Raniri State Islamic University Banda Aceh, 2018), 20.

[20]Lilis Patria, Sudarsono, and Eni Rosnija, "The Use Of Wall Charts As a Media to Teach Vocabulary" Journal Of English Educational Study : 169-177.

[21] Nam Joon Kang, "English Learning Areas in Pre-Primary Classroom: An Invetigation of Their Effectiveness (London:British Council,2015)

[22] Haycraft, J. An Introduction to English Language Teaching. (Harlow: Longman, 1978), 106.

whole class teaching because it is usually complex, with printing too small to be seen by students from their seats[23].

Furthermore, wall chart is one of media effectively used to increase the students' vocabulary[24] that one of an effective way to help students achieve fluency is through the use of word walls and word wall activities. For this reason, students can easily memorize vocabulary used wall chart as supporting media to stimulate students' interest in learning. And Huebner and Bush in Yesi Ana state that the main purpose of word wall chart is to help build visual word recognition[25].

Moreover, wall chart is a simple media. It can challenge students to make sentences using these words. Wall chart media easily causes students remember this, because the principles of this media is sticking to the wall. Teacher can add more words every two days or once week. So that students can get more weekly vocabulary. The purpose of wall chart is to support them. First it teaches important general principle about language and how it works. The second is encourage reading and writing skills. Beside that also to memorize the vocabulary so the students do not lack vocabulary in teaching English. And the third, to promote page independence young students working with words and features to help them create catagories.

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[23] Nova Fitria, Samsul Ali, and T.M Rasanjani, "The Use of Wall Chart in Instruction to Improve the Eighth Grade Students' Vocabulary Mastery" International Journal for Educational and Vocational Studies, august 2020.

[24] Yesi Ana Mariati "The Implementation of Word Wall Media on Improving Students' English Vocabulary" (Master Thesis, Ar-Raniry State Islamic University Banda Aceh, 2018), 21

[25] Yesi Ana Mariati, 21.

And the last, fourth is to develop a growing core of word to be part of reading and writing vocabulary.

Based on the several expert above, the researcher conclude that wall cart as a media learning in English classes have an important role to help students to add and improve the vocabulary itself.

a. The Advantage and challenges of Wall Chart

Additionally, the use of wall chart as a media of learning process. Wall chart have the advantages are:

1) More focus on the material presented, because this is done through chart or diagrams. Since the media contains only one material, students can easily follow the material presented.

2) Wall chart as a media in learning process is designed to be as Interesting and attractive form. To keep students interested in the media and motivated to learn. So that students can learn with enthusiasm and easily help students to increase their vocabulary.

3) The wall chart can stick it on the wall and keep it visible at all time

4) Able to adapt to presented material, so this wall chart media can not only be used to increase students' vocabulary. But can also be used for other materials. Depending on how te teacher uses their creativity in managing the class.

In addition, According to McCarthy wall chart have some advantages in learning process.[26]

1) The wall chart is media that easy and cheap to make update

2) Help the speaker proceed through the material

3) Good for interaction with audience

4) Conveying information

There some challenges associated using wall chart as a media in teaching English[27]:

1) This media is usually hung on a wall or blackboard, so the large shape of this media is difficult to store and not easy to carry.

Wall chart media is not only difficult to store and carry, it is also expensive. There are usually many interesting images and patches because this media requires creativity and keep students interesting.

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

b. **Function of wall chart**

Learning with wall chart media give added value positive learning for students. Simple, easy-to-create and easy to use media

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[26] Nobert Schmitt and Michael McCarthy, Vocabulary: Description, Acquisition and Pedagogy, (NewYork : Cambridge University Press), p 4.

[27] Sarce Barrang, "Efektivitas Penggunaan Media Wall Chart Terhadap Hasil Belajar Siswa Pada Operasi Hitung Bilangan di Kelas II Pana Kabupaten Mamasa" (Skripsi, Universitas Bosowa, 2021), 16.

practical wall exist in non-projected visual media. The teacher do not need a projector and screen to project software. There are some factors like no electricity, remote areas, lack of funds, lack of facilities, groups small classes if teachers choose practical and simple media one of these is the media wall chart.

c. **The impact of wall chart**

In addition to being easy to make and practical, wall charts also have a positive impact on learning. According to the several studies above, some studies have proven that wall charts can improve students' vocabulary mastery. Maharani in Lilis Patria reported that wall charts improved the students' motivation in learning in elementary school.[28] Based on the statement wall chart have at least some positive impact on students in learning English such as increasing students enthusiastic in learning, this media make students more active and communicative, and students also participate during the learning process.

An effective way to teach vocabulary to young learners is a wall chart. Wall chart can be very helpful for both the teacher and the students in learning process. Wingenbach state that wall chart have some impact in learning process, as follows[29] :

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[28] Lilis Patria, Sudarsono, and Eni Rosnija, "The Use of Wall Chart as Media to Teach Vocabulary," Journal of English Educational Study, Volume 3 Issue 2 November 2020, 2.

[29] Wingenbach, G. J. Advantages and Disadvantages to Graphics. 2010. http://agcj.tamu.edu/howto/GraphicsAdDisad.htm

1. Quick way for the audience to visualize what you are saying-numbers, trends, up or down

2. More interesting than just talk or point

3. Forceful- emphasizes main point

4. Convincing- prove a point

5. Compact way to convey information

2. Vocabulary

a. Definition of vocabulary

Vocabulary is one important part in learning English. Vocabulary is set of words use to express the idea of having good understanding of information and communication. In communication, vocabulary became an important role before start speaking skill. Because without vocabulary someone can't speak fluency. Learners needs vocabulary to understand language skills such as listening, reading, writing, and speaking.

Vocabulary is the key to mastering language skills. One of the key aspects for students and teachers to master it plays an important role in helping students acquire these skills[30]. Vocabulary is very important knowledge in English class. Teachers must be smart and clever to improve the vocabulary of their students, if the students' vocabulary not sufficient, there will be no clear communication between teacher and student. So learning vocabulary is main key in

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[30] Sarah Mar'atul Azizah, "The Use of Wall Chart to Improve Students' Vocabulary Mastery at Grade IV Students of SDN Gambiranom in The Academic Year of 2015/2016," Master Thesis, Yogyakarta State University, 2016), 6.

learning English. Vocabulary is one of the essential language elements in learning English[31]. According to Richard, vocabulary is one of the most obvious language component. He added that vocabulary is a central element forms much of the foundation for language skills and how learners learn speaking, listening, writing and reading. It's the basic ability to know something about another person language skills. And Nunant statet that vocabulary as the collection of words that an individual knows.[32] John said that Vocabulary also defined as a core component of language proficiency and provides much of the basis for how well learners speak, listen, write, and read.[33]

Based on the theories, the researcher take the conclusion that vocabulary is a collection of words that make sense of the words that appear in each language. Learning vocabulary is very important because vocabulary is a measure of how proficient a person in a particular skill or language. Insufficient acquisition of vocabulary make students are careless and have low motivation to learn English.

Vocabulary mastery is very significant for students, eventhough vocabulary feel so difficult for them, Especially in mastering a foreign

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[31] Rif'atun Nadilah "The Implementation Of Teaching Vocabularies Using Charades Game At Eighth Grade Students Of SMPN 1 Jenggawah" (UIN Kiai Haji Achmad Siddiq Jember, 2020), 2.

[32] David Nunan, *Practical English Language Teaching Young Learners (New York: McGraw-Hill ESL/ELT, 2006), 121.*

[33] Naila Widad Nur Jihan, Improving Students' Vocabulary Mastery Using Web-Based Vocab Game On Gamestolearnenglish.com at Seventh Grade SMPN 2 Senduro (Thesis, Universitas Kiai Haji Achmad Siddiq of Jember, 2022), 26.

language[34]. This study took grade VII students of MTS Wahid Hasyim Balung as the subject.

b. Aspect of vocabulary

Based on Brown vocabulary contains several aspect. Such meaning, spelling, pronunciation, word class, and word use.[35] For that, the students need to master all aspects of vocabulary to communicate well in English.

1) Meaning

Meaning is an important aspect for students to learn, because it relates to how a words meaning is conveyed to a language user. A word may have multiple meanings when used in different contexts. To discover meaning, the teacher can use methods like guided discovery, contextual guess work and the use of dictionary. Guided discovery is all about asking questions and providing examples to help students guess meaning correctly. If the teacher use students to involve in discovering the meaning. This make easier for the students to remember the word and the meanings. contextual guesswork means making of the context in

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[34] Sarah Mar'atul Azizah, " The Use of Wall Chart to Improve Students' Vocabulary Mastery at Grade IV Students of SDN Gambiranom in The Academic Year of 2015/2016," 21

[35] H. Douglas Brown, Language Asssment: Principles and Classroom Practice (Hoboken, NJ : Pearson Education, 2019), 19 .

which the word appears to drive an idea of its meaning, or in some cases, guess from the word itself[36].

2) Spelling

When students encounter a word for the first time, they need to know how to spell it. Spelling refers to how a word looks (spelling). Knowing how to spell words helps students to spell the word correctly. Therefore, it is very important for students to know how to spell the word.

3) Pronunciation

When students learn vocabulary, they also need to know how the word sound (its pronounciation). It helps the students understand what the other person is trying to say. If word sound incorrectly, it will be difficult to understand. Therefore it is very important for students to know how pronounce a word correctly to avoid misunderstandings in spoken communication. Pronounciation of word is not related to spelling so it is difficult to be learn. Good pronounciation helps receiver easier to communicate.[37]

4) Word Classes

Word classes can be defined as word categories. This is an important feature in semantic feature analysis. Word Classes can

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[36] Naila Widad Nur Jihan, Improving Students' Vocabulary Mastery Using Web-Based Vocab Game On Gamestolearnenglish.com at Seventh Grade SMPN 2 Senduro (Universitas Kiai Haji Achmad Siddiq of Jember, 2022), 27.

[37] Nur Jihan, 28.

be divided into several categories such as verb, adverb, noun, pronoun, adjective, determiner, conjunction, and preposition. This word category is classified according to the function of communication.

5) Word use

Word use is how a word, phrase, or concept is use in a language. Word is used and analysed to determine patterns of regional or social usage as well as meaning.[38]

Haycraft in Brown and Hatch state that vocabulary is the words that students recognize and understand when they appear in context, and productive vocabulary is word that student can unserstand, their pronounce correctly, and use constructively in speaking and writing.[39]

All of the kind and types of vocabulary should known by teachers, because it is important and can help the teacher to take decision to write the syllabus and planners and make proper material for teaching vocabulary in English class.[40]\

c. **Types of Vocabulary**

When we learn vocabulary, there are several types in English vocabulary that need to be learned. There are difference types of

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[38] Nur Jihan, 28.

[39] Hatch and Brown, Teacing by Principles: An Interactive Approach Language to Language Pedagogy (NewYork:Pearson Education,2001), 370.

[40] Nafi'atus Mursidah, "The Implementation of Comic Strips As Media to Improve Students Vocabularies Mastery at Eight Grade Students of MTS AL-FIRDAUS Panti Jember,(Skripsi, UIN Kiai Haji Achmad Siddiq Jember, 2022) 29.

vocabulary that experts explain. Thomburry explaine that he classified the vocabulary into eight word classes such as verb, pronoun, adverb, noun, adjective, determiners, preposition, and conjunction.[41] Those can be explained as follows.

1) Verb

Verb is a word or phrase that describe an action, event or state. An example: reading (an action), happen, become (an event), exist (a state). Every complete sentence in english usage must have at least one verb that describes what the subject is doing. For example: *"ana go to school everyday".* Here the verb "go to" describes theaction of the subject (Ana).

2) Pronoun

Pronoun is a word that replaces one or more nouns. Pronouns helps avoid repeating the same noun or noun phrase that has already been mentioned.

3) Adverb

Adverb has function to explain the adverb itself. Adverb often add contextual information such as kind, time, or place. For example, very good, very nice, too difficult. These example are adverb that have a function to explain information that is in front of it or before it. Usually, adverb answer the question "why?", "what?", "how?"

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[41] Thornburry, How To Teach Speaking (London: Longman, 2005), 15.

4) Noun

Frank state that noun is the most important of part of speech. The placement with the verb helps from the core of the sentence, which is essential for a complete sentence. Within a sentence, a noun can act as the subject, direct object, or indirect object of a sentence, and can be a subject complement or an object complement.

5) Adjective

Adjective are word that explain or describe generally nouns. Adjective can describe person, things, or place. For example: red, small, tall, big, clever, pretty etc.

6) Determiner

Determiners is a word that comes before a noun to clarify what the noun refers to. There are several class of determiners:

a) Possessive determiner

b) Demonstratives

c) Definite and Indefinite Articles

7) Preposition

Preposition belong a small group or class of word that express relation of place, time, or possession. Related word include: *in, on, at, of, till, from, with, beside, for, by, and so on.*

8) Conjunction

Conjunctions are used to connect one sentence to another and help to show the connections between two part of sentences.

From the definition above, it can be conclude that the teacher and student should know the types of vocabulary. Including noun, pronoun, verb, adverb, conjunction, preposition, determiner, and adjective.

d) **The Importance of Vocabulary**

The biggest and the most important task faced by learner is vocabulary acquisition.[42] In addition, students carry dictionaries everywhere they go, rather than grammar books.[43] To support this claim, a person lacking grammar can teach very little, while a person lacking vocabulary can teach nothing at all. Those statement means that vocabulary is the most important components in language learning. Because by having the enough vocabulary we can though which want to be conveyed can be conveyed easily.

Vocabulary is essential for anyone who will learn a language in their life.[44] From that statement we know that vocabulary is all about words. Language knowledge is important for language acquisition, and it is natural to wonder how to improve and expand

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[42] Thornburry, How to Teach Speaking (London: Longman, 2005), 15.

[43] Mohammad Alqahtani, "The Importance of Vocabulary In Language Learning And How To Be Taugh," ITF Journal Vol III. No.3 (April 2015): 22.

[44] Zahro Elmi, "The Effectiveness Of Using Mime Game In Teaching Vocabulary at Seventh Grade of MTS Asy-Syafi'iyah Sukorejo Bangsalsari in Academic Year 2021/2022", (Thesis, UIN Kiai Haji Achmad Siddiq Jember, 2022), 43.

one's vocabulary and knowledge of the language. The first thing everyone should know is to learn new words regularly is the most effective method. The word allow us to express our thoughts, feelings, and even what we want to show.

e) **Difficulties in Teaching Vocabulary**

Several obstacles arise when teaching English vocabulary, especially in countries that consider English a foreign language. The problem include several aspects such as spelling, pronunciation, length and complexity, grammar, meaning, and idioms.[45]

It is difficult for teachers to decide which term to teach their students. This occurs because the students do not have the same ability to receive the information. Hence, teacher should be aware of the vocabulary required by the students.[46]

3. **Vocabulary Mastery**

Vocabulary is necessary for understanding the meaning of words and helps to express their thoughts accurately. Students need to learn vocabulary when they will learn speaking and writing. As in this case, vocabulary acquisition should be learned from an early age because it is the basis of learning a language.

Read vocabulary is knowledge of knowing the meanings of words and therefore the purpose of vocabulary test is to find out whether the

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[45] Naila Widad Nur Jihan, "Improving Students' Vocabulary Mastery Using Web-Based Vocab Game On Gamestolearnenglish.com at Seventh Grade SMPN 2 Senduro" (Thesis, UIN Kiai Haji Achmad Siddiq Jember, 2022), 31

[46] Naila Widad, 30.

learners can match each word with a synonym, a dictionary-tape definition, or an equivalent word in their own language.[47] In learning vocabulary, they should automatically recognize the meaning of words and can use it in sentences.

Mastering a word means mastering the knowledge aspect of the word. Thornburry summarizes that word knowledge includes the meanings, the spoken form, the written form, the grammatical behavior, the word derivation collocations of words, the register of the word-spoken and written, the connotation or associations of the word, and word frequency.[48]   The vocabulary mastery is not an easy process that happens spontaneously. The process of mastering English vocabulary begins early stage. Moreover, learning vocabulary is not just about memorizing words. Memorizing them is not enough. Students need to know its meaning. Knowing a word means knowing its important meaning and some aspects surrounding it.

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[47] Sarah Mar'atul Azizah, "The Use of Wall Chart to Improve Students' Vocabulary Masteryat Grade IV Students of SDN Gambiranom in The Academic Year of 2015/2016" (Thesis, Yogyakarta State University, 2016), 25.

[48] Thornbury, How to Teach Vocabulary,

CHAPTER III

RESEARCH METHOD

This chapter presents the research method, consist of research method, research location, research subject, data collection, data analysis and validity data.

A. Research Design

In this research, the researcher using Classroom Action Research (CAR) as a research design. Classroom Action Research (CAR) is a kind of research that was conducted by researcher which focus on solving problems faced in the classroom (anne Burn in Naila widad).[49] In accordance with that, allwright and Bailey mention that it is a research center on the classroom, and simply tries to investigate what actually happes inside the classroom.[50] According to Burns, Action Research (AR) is also a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community.[51] In Classroom Action Research (CAR) there were four components in cycle with several repetition to achieve the goal of the research.[52]

This research used the CAR model design created by Kemmis and Mc Taggart. The main concept of action research according Kemmis and

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[49] Naila widad, 46

[50] Siti Khasinah, "Classroom Action Reasearch", 2013: No. 1, Juli-Desember 2013.

[51] A, Burns. Doing Action Research in English Language Teaching. A Guide for Parctitioners. (NewYork: Routledge, 2010), 5.

[52] Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik, (Jakarta: Rineka Cipta, 2006).

McTaggart consist four components that implemented in cycles. Each cycle involves four step. They are planning, acting, observing, and reflecting[53]

Figure 3.1: steps of an action research designed by Kemmis and McTaggart
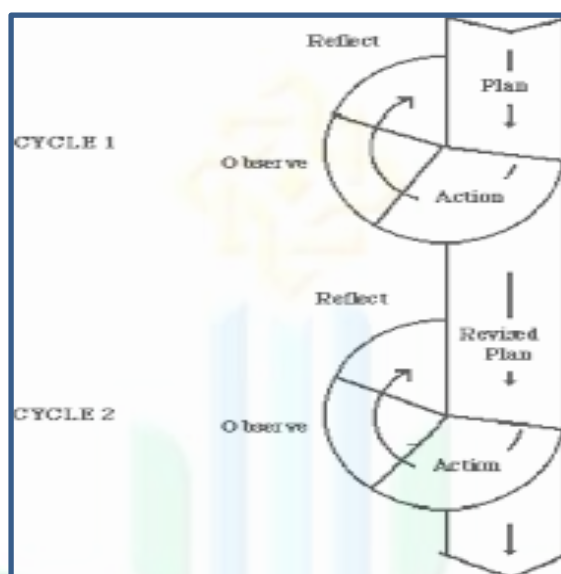
a. Planning

Before do the research, the research should made a plan and prepare to do the action. There are several material that have to prepared as a lesson plan, the theme, test, and the observation sheet.

b. Implementing

In this step, the researcher began to implementing the wall chart in teaching activity. The teaching strategies used by the teacher is students centered. The researcher attempted to measure the improvement of students in vocabulary acquisition. The researcher also gave students tips

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[53] Prof. Dr. Rochiati Wiriatmadja, Metode Penelitian Tindakan Kelas, (Bandung: Remaja Rosdakarya, 2006), 66.

on how to improve vocabulary acquisition by setting challenges, evaluate the mistakes, and also the summarizing content.

c. Observing

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

d. Reflecting

Reflection was the phase that determined whether the treatment was successful. In this case, researcher analyze and draw the conclusions from the teaching and learning process, the learning result, and the performance of distributed tools. If the procedure of the research fails, researcher have to prepare another procedure to achieve their research goals.

B. Research Location

The location of the research was in MTS Wahid Hasyim Balung, especially in the seven grade. The research location method was carried out purposively, namely how to take the research area by considering know reasons of the research area.[54]

The researcher chose this school as a location of research because base on the observation, the interview with the English teacher many students in the

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[54] Sugiono, "Research Methods Education" (Bandung: Alfabeta, 2010)

classroom have a problems in vocabulary mastery. So the students need the appropriate treatment to improve their vocabulary mastery.

C. Research Subject

The participant in this research consisted of one English teacher as a collaborator at MTS Wahid Hasyim Balung. Another participants in this research is 28 students of 7th grade MTS Wahid Hasyim Balung, a totaling 29 participant. The students were selected to participate in this study because 7th grade students at MTS Wahid Hasyim Balung have vocabulary mastery problems.

D. Data collection technique

There are several ways researchers can collect data. The data are taken from vocabulary quiz, observation sheet, and documentation.

1   Vocabulary test

In primary data, the researcher collect data through vocabulary test. The researcher used vocabulary test because she want to know and measure the students' vocabulary. Vocabulary test is conducted to measure the student ability after teaching vocabulary using wall chart as a media. From the result of this post-test, the researcher find the mean score of the test.

The vocabulary test was created by researcher in collaboration with English teacher. In the vocabulary test there are two test, pre-test and post-test.

a. Pre test

Pre-test was an initial measurement instrument that occurs before the research subject receives treatment or intervention. The purpose of the pre-test was to measure the level of understanding of students before the material is raught. Therefore the teacher can adjust way of teaching to suit the abilities of the participants.[55] Pre-test was carried out before giving treatment or before implementing the wall chart media. The pre-test aim to know the abilities of the students.

b. Post test

Ina Magdalena in Milan Dwi state that post-test is to a form of final evaluation of thea lesson. The purpose of the post-test is to determine the success of the learning process and measure students' mastery of the material taught by the teacher or researcher. If more students' understand a material after the learning process and their grades are better that before, then the program teaching is considered successful.[56]

Post-test was carried out after the learning process, it mean that the researcher gave the post test after implementing the wall chart media, and the post test was written by the researcher that collaborate with the English teacher.

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[55] Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik, (Jakarta: Rineka Cipta, 2006)
[56] Milan Dwi, 47.

2   Observation sheet

      The researcher uses the observation sheet to evaluate the process of teaching and learning activities. Observer collect data by recording the teaching and learning process to obtain observational results.

      The purpose of observation is to obtain data and information students' activity participating in the learning process of teaching.

3   Interview

      Interview is two people conversations initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by him on content specified by research objectives of systemic description, prediction, or explanation (Louis Cohen in Milan 2023).[57] The first interview was conducted with the English teacher to find out the problems that arise in the process of teaching and learning process in the classroom.

      In addition, the students were also interviewed to find out the student's feeling and their opinion about the implementation of the research.

      In this research, the purpose of this interview is to obtain information about the learning that takes place at MTS Wahid Hasyim Balung and information that cannot be obtained through observation. The researcher interviewed teacher to find out the students difficulties in vocabulary mastery.

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[57] Milan Dwi Agustin, "Improving students' vocabulary mastery through flashcards media at the Eight grade of MTS Raudlatus Syabab, 2023", 48.

E. Data Analysis

After the researcher reflects at the end of each cycle, the researcher evaluates whether the effect of the actions met success criteria. Therefore, research data from students are first analyzed to ascertain whether the success criteria according to the formula used in the observations are met. To determine an individual students worth, researchers use the following formula:

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

S%   = Percentage of succsess

$\sum n1$ = number of students who pass the test

N   = Total of the students

F. Validity of Data

In research, the validity of data is needed, and the validation data are also called validity or reliability studies. Arthur Hughes in Rita Afkarina state about validity that the test could be said valid if it is accurate with what the researcher want to measure, from that we could be proven such as content validity, face validity, construct validity, empirical validity and consequential validity.[58]

In this research, the researcher used content validity. Brown state that if the sample or the test of subject matter about which conclusions are to be drawn, and if requires the test taker to perform the behavior that is being measured, it could claim content-related evidence of validity often popularly

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[58] Rita Afkarina, "The Implementation of Digital Storytelling to Improve Students' Speaking Skill at the 9th grade of SMP Bustanul Ulum Mlokorejo-Puger-Jember in Academic Year 2022/2023", 46.

referred to as conten validity.[59] Before conducting in this research, the validity of the test was checked. The researcher compared the contents of the subject instruments based on the English curriculum and syllabus. After that, all the items were compared, the researcher could do treatment. For making the validity of the test, the researcher used expert judgments, namely Mr. Muhammad Hafifi S.Pd as English teacher at MTS Wahid Hasyim Balung.

G. The Action of Classroom Action Research

There are several steps in this research for planning action to carry out research. The stages of the action place are:

1. Cycle 1

   a. The researcher plan and arrange leaning tools with wall chart as media

   b. The researcher plans the strategies to solve the problem of classroom

   c. The researcher implementing the planning

   d. After implementing the plan, the researcher do the evaluation to evaluate what the missing in the executed implementation

2. Cycle II

   The second cycle showed improvement over the first cycle. The phases of the second cycle are the same as the first cycle, starting with planning, action, observation, and reflection. Reflections in this cycle are performed in both cycle I and cycle II. In addition, discussion are held with teachers to assess and conclude the implementation of learning.

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[59] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York : Prentice Hall. 2001),22-23.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter focused on analyzing the collected of data. The researcher presents the finding of the study and discussing the implementation of wall chart media to improve students' vocabulary mastery in EFL Classroom. The findings consist of the result in cycle 1and cycle 2.

A. The Research Object Description

1. Profile of MTS Wahid Hasyim Jember

    MTS Wahid Hasyim located at Puger Street No. 20 Balung, Kec. Balung, Kab. Jember, founded in 1957 by Kyai Mudhar, Kyai Hasyim, Kyai Hasan Basuni. There are 3 grade in this school. Including grade VII, VIII, IX. There were a library, a principla's room, a teachers' room, a lobby, and scool yard. MTS Wahid Hasyim Balung received a "A" predicate for accreditation. And MTS Wahid Hasyim is one of the Islamic boarding school in Jember.

2. Vision and Mission of MTS Wahid Hassyim Balung

    a. The vison of MTS Wahid Hasyim Balung

    1) Noble character, creative, and accomplished

    b. The misson of MTS Wahid Hasyim Balung

    1) Enhance the faith and devotion to Allah SWT in accordance with the guidance Ahlussunnah Wal Jamaah

    2) Guide the students to behave well in everyday life

3) the researcher completed all planning elements such as learning materials the researcher completed all planning elements such as learning materials Guiding and encouraging the students' creativity through habit-farming activities, entrepreneurship, and countinous self-development

4) Develop the knowledge, technology, and also the fields of religius science based on students' interests, talents and potential. Carry put an active, creative, and innovative in learning process

5) Good in academic and non-academic fields

B. Research Findings

This action research was conducted in MTS Wahid Hasyim Balung. The participants of this research were seventh grade that consist of twenty eight students. This research was carried out in two cycle. The finding of the cycle was below:

1. Pre-Cycle (Before The Action)

Before implementing the action, the researcher carried out the pre-cycle stage. The pre cycle stage is interviews. The interviews activity aimed to identify the students' problem during teaching and learning process. The researcher conducted interviews with English teacher and the student of MTS Wahid Hasyim Balung.[60]

The result of the interview showed that students have lack vocabulary in learning English. It was due to several reasons. The English

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[60] See appendix 5

teacher explain that the problem faced by the students such as lack of motivation, less focuses, memorizing and also the media used in learning process is inadequate, while the students' enthusiasm depends on the media used by the English teacher. Usually students are required to memorize if the students are late for class. Besides that the English teacher said that some students also take an additional language course, especially in English. So it can help the students them self to improve their language skill. Most students scored below the passing standard on the pre-test. It can be seen in the table below.

Table 4.1 students' pre-test score

No	Name	Poor	Enough	Good	Very Good	Students Score
1	ARU			√		75
2	ARNA			√		65
3	ASR		√			60
4	AWF	√				35
5	AA			√		70
6	DPRM		√			55
7	DS		√			50
8	DRD			√		75
9	ETA			√		65
10	HAZ			v		65
11	IJA			√		75
12	IA		√			50
13	IMA		√			55
14	IDF			√		70
15	IIM			√		75
16	JAR			√		75
17	MDM			√		70
18	MHA			√		65
19	NR		√			55
20	NAS			√		70
21	NRS			√		65
22	NF			√		75

No	Name					Score
23	PZZ			√		65
24	RYH			√		65
25	RA			√		65
26	SNH			√		75
27	SRA		√			60
28	VMS				√	80
Total						1825

Criteria for Percentage of Vocabulary Test[61]

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

The researcher calculated the data using the following formula:[62]

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[61] Adapted from Rita Afkarina, 57.

[62] Anas Sudjono, Pengantar Statistik Pendidika, (Jakarta: PT Raja Grafindo Persada, 2008), 43.

a. Mean of the students' 7th A Class Score = X = $\dfrac{\sum x\ n}{n}$

$$= \dfrac{1825}{28}$$
$$= 65$$

Dscription of formula :

X $\qquad$: $\quad$ Mean

$\sum$ X n $\quad$: $\quad$ personal score

N $\qquad$: $\quad$ Number of students

b. Percentage of completeness of vocabulary mastery:

$$S\% = \dfrac{\sum n1 \text{x } 100\%}{\sum N}$$

$$= \dfrac{8}{28} \text{ x } 100\%$$

$$= 29\ \%$$

The description of the formula:

S% $\quad$: The percentage of success

$\sum N$ $\quad$: Total percentage score

N $\qquad$: Number of the students

From the data result, the researcher presented the data of students'

pre-test score into a diagram to make it clear and more understandable

4.1 Diagram of Students' Pre-Test Score

Pre-test Score
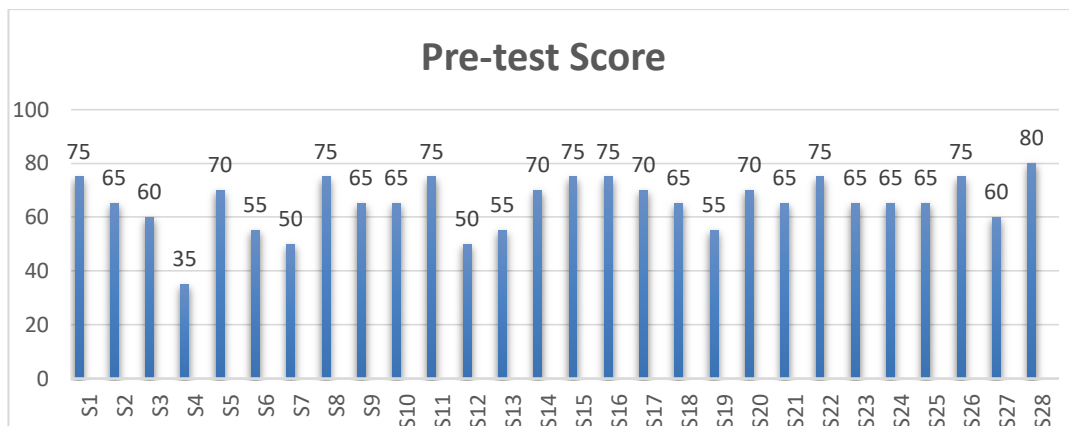
From the diagram above showed that students' English scores are still below average. Therefore, the researcher conducted this study to explore students' vocabulary ability using wall chart as a media in learning English.

The implementation of wall chart media in this research was convered with two cycles. planning, acting, observing, and reflecting. Cycle 1 and cycle 2 were conducted in three meetings. The first meeting was held on 25th October 2023 to 1st September 2023. And the cycle 2 was held on 8th November 2023 to 15th November 2023. The result of this research are explained in detail.

2. Cycle 1

This research was conducted on 25th October 2023. The researcher conducted a written test to determine the level of students' vocabulary knowledge. The format of the test in this cycle consist of essay test and multiple choice. The explanation of the research implementation is describe as follows:

a. Planning

In this phase, the researcher completed all planning elements such as learning materials, lesson plan, observation sheet, the media and written exams. The planning is made in collaboration with the English teacher. The goal is to plan and prepare everything necessary at each step of the action phase to achieve the results. The researcher chose wall chart as media, to create an action learning plan for cycle 1the plan that had been prepared in this activity included:

1) Determine the time

2) Create learning media included:

   a. Collect the pictures

   b. Prepare the paper, rope and bamboo

3) Create an observation sheet to observe students activities

4) Create worksheets/test for students

Before implementing the researcher met the English teacher to discuss about the problem of students in teaching and learning process. The researcher interviewed on Wednesday, 25th October 2023 in the office of MTS Wahid Hasyim Balung. The result of the interviewed with English teacher show that some of stundents still lack of vocabulary and motivation, but there were some students who are interested in English learning because someof the students also take additional English course outside school hours.

For this reason researcher and English teacher are looking for ways to help the students learn and easy to memorize vocabulary starting with their surroundings. Therefore the researcher and English teacher aggred to use wall chart as the media to improve students' enthusiasm, motivation and their vocabulary mastery.

b. Acting

The action of this research was conducted based on the lesson plan that had been prepared.

1) First Meeting

The first meeting was conducted on Wednesday, 25th October 2023 at 07.00-08.20 am in VII class MTS Wahid Hasyim Balung. In the first meeting the researcher come into the classroom along with English teacher. Then, the researcher informed to the students the learning objective, the lesson plane, and the media that used during teaching and learning process.

Figure 4.1
The researcher explained the material to the students

First, the researcher continue the activity with greeting to the students, prayers and checked the attendance of the students.

The English teacher informed to students the purpose of the research. Next, the researcher explained about the wall chart as a media, the function, and how to used it and the purpose of the researcher using wall chart media in the learning process.

Figure 4.2
The students create their own wall chart

After that, the researcher asked to students about the students' difficulties in learning English. Many of them responded that English was boring and remembering the meaning of vocabulary was the most commonly encountered difficulty. Then, the researcher showed the wall chart media to students provides information regarding part of house and asked the students to pronoun the pronounciation that has been modeled by the teacher. Then, the researcher asked the students to sit in a group. Each group consisted of seven students and asked to the students to create their own wall chart with each group. The researcher then asked the students to memorize some of the vocabulary that had

been learned using wall chart, and asked the students to present at the next meeting.

Before the researcher closing the meeting, the researcher concluded and reviewed the material that has been learned, then the learning process closed by praying together.

2) Second Meeting

The second meeting was conducted on Saturday, 28th October 2023 at 11.20-12.40 am. The activity in the second meeting was same with first meeting. The researcher was start the class by greeting, praying, and checking the students' attendance. After the researcher opened the class, the researcher asked questions about what has been learned in the previous meeting and the researcher reviewed the material that had been learned.

Figure 4.3
The students come to in front of class to present the memorize vocabulary by attaching the picture.

In the second meeting, the researcher asked to students by choosing one by one to present the memorized vocabulary. Some students are still confused and afraid, but there were some

students' enthusiasm by raise a hand to present the memorized vocabulary in front of class by attaching the picture according the part. Actually some students memorized the vocabulary but they were embarrassed to raise their hand and required the researcher to memorize in their seat.

Before the researcher close the second meeting, the researcher conclude and reviewed the material, and make the students more understand.

3) Third Meeting

The third meeting was conducted on Wednesday, 01 November 2023 at 07.00-08.20 a.m. Third meeting is the last meeting in cycle 1 the researcher shared the test paper to do post-test. Before share the paper, the researcher opened the class with greeting, praying, and checking the attendance as usual.

The teacher asked to the students to do test. The format of the test is multiple choice. The researcher explained to students that had to choose the best answer in the form of the test. The researcher gave the students time to do the test and submit it when finished to the front of the class. The test results show that students' still has low minimal criteria. The score of students displayed in the table below:

Table 4.2
Students' post-test achievement (cycle 1)

No	Name of students	Vocabulary test			Students score
		Items	Correct	Wrong	
1	ARU	20	17	3	85
2	ARNA	20	14	6	70
3	ASR	20	15	5	75
4	AWF	20	8	12	40
5	AA	20	15	5	75
6	DPRM	20	14	6	70
7	DS	20	10	10	50
8	DRD	20	16	4	80
9	ETA	20	15	5	75
10	HAZ	20	15	5	75
11	IJA	20	16	4	80
12	IA	20	10	10	50
13	IMA	20	11	9	55
14	IDF	20	15	5	75
15	IIM	20	18	2	90
16	JAR	20	17	3	85
17	MDM	20	14	6	70
18	MHA	20	13	7	65
19	NR	20	15	5	75
20	NAS	20	15	5	75
21	NRS	20	16	4	80
22	NF	20	17	3	85
23	PZZ	20	13	7	65
24	RYH	20	14	6	70
25	RA	20	14	6	70
26	SNH	20	16	4	80

27	SRA	20	14	6	70
28	VMS	20	17	3	85
Total Score					**2020**

a) Mean of the students 7th A Class Score in Cycle 1:

$$X = \frac{\sum xn}{n}$$
$$= \frac{2020}{28}$$
$$= 72$$

The description of the formula:

X : Mean

$\sum xn$: Score of the students

N : Number of the students

b) Percentage of compliteness of vocabulary mastery in cycle 1:

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

$$= \frac{16}{28} \text{ x } 100\%$$

$$= 57\%$$

The description of the formula:

S% : The percentage of the class

$\sum n1$: Total percentage score

N : Number of the students

The average score obtained in the post test in cycle 1 showed that the result of the test has not reached the success criteria. Then, the researcher calculated the percentage of students who passed the exam. But the percentage of students is still below

the minimum score, namely 57%. So it can be concluded that cycle 1 was still not successful.

c. Observing

In this part, the researcher collaborate with English teacher. The English teacher observed the learning process by using observation sheet. The English teacher did the observation by reviewing the learning activity done in the classroom. The researcher asked to the students about the difficulty of the test and level of difficulty. The data were describe as follows:

Table 4.3
Observation sheet in the first and second meeting in cycle 1

No	Activities	1st Meeting		2nd Meeting	
		Yes	No	Yes	No
1	The students listen to the teacher's introduction before teaching process	√		√	
2	The students pay attention to the teacher's explanation until finish	√		√	
3	The students listen while the teacher tells the procedure of material	√		√	
4	The students understand the procedure of the material told by the teacher		√	√	
5	The students enjoy the learning process	√		√	
6	The students make a group consist of seven people according to the teachers' instructions	√			√
7	The students uses English to answer teachers' question		√		√

8	The students uses Indonesian to answer teachers' question	√		√	
9	The students active in asking and answering session	√		√	
10	The students can memorize the existing vocabulary on wall chart		√		
11	The students can pronounce properly as exemplified by researcher	√		√	
12	The students follow the learning process and review along with the researcher before closing	√		√	

First and second meeting in cycle 1. The students was pay attention until finish the explanation of the researcher. The students listened the researcher's instruction until the end. Students understand the procedure of material told by researcher. During the learning process students not enjoy because there are still some students who disturb other students because of that students feel bored and not understand the material. The students was active participation in asking and answering the question, the students used the media given by the researcher well. Finally, the students followed the learning process and review along with the teacher before closing.

d. Reflecting

The reflection was done after calculating the students vocabulary score post-test and observation checklists. Then, the score was calculated using the percentage formula to determine the percentage of the students' score. Meanwhile, the observation checklist

was credible because the observation examined teaching and learning practices, students' responses, and students' improvement and development of vocabulary mastery used wall chart as a media.

The reflection was done by the researcher and the teacher. It was found that the students' was struggling within learning and teaching activity on wall chart implementation and the researcher needed to be revised then continued to the cycle 2. In the first cycle there were significant weaknesses that researcher found such as:

1) The students were lack of vocabulary

2) The students were lack of motivation

3) The students were lazy to memorizing

4) There are some students got the score under KKM

5) The criteria of success is 75. On the other hand, the average score of the students only 72 and the percentage of the students who passed the vocabulary test were 57%, which mean still below the criteria of success.

To solve the students' problem above. The researcher gave more practice about using "wall chart" to make the students' easier to memorize the vocabulary. The researcher also gave the students' practice questions before going to the second test.

3. Cycle 2

Based on the cycle 1 problems, there were many students have difficulty to memorizing the vocabulary. One of the factors are the wall chart is too small. So, the students hurt difficulty to see the vocabulary well. The researcher tried to make the wall chart using a big size to make the students easy to see and understand the vocabulary.

In the second cycle was not different   from cycle 1. There were four stage in implementing of the cycle. Same as cycle 1: planning, implementing, observing, and reflecting.

a. Planning

After discussing and reflecting with English teacher on the teaching and learning process, the result of cycle 1 is needed to be better in cycle 2. The result of cycle one were used to plan better actions in cycle 2. The planning done in the cycle 2 were:

1) The researcher and the English teacher discussed about the result of the reflection in cycle 1. It was done to solve the weaknesses and the problem in cycle 1 as effort to improve the students' vocabulary mastery.

2) The researcher prepared vocabulary list which was given to the students

3) The researcher prepare the material related to the topic

To increase the students' vocabulary mastery, the researcher made new strategy in implementing, and the planning of

cycle 2 was identical to cycle 1. The researcher gave more practice about the use of wall chart to make students easier to memorizing nouns using wall chart, provided list of vocabulary then told the students how to pronounce the words correctly and gave new topic and interesting picture in wall chart.

b. Acting

In this state, cycle 2 consisted of three meetings. The researcher gave students the same materials as in cycle 1. Additionally, the researcher expected that different treatments can develop students in this cycle. The implementation of the action was elaborated as follows:

1) First meeting

The first meeting was conducted on Saturday, 04th November 2023 at 11.20-12.40 p.m in VII class MTS Wahid Hasyim Balung. The researcher started with greeting, praying and checking the students' attendance. The researcher continued the material by explained material about part of house. Things in the room, and preposition. After finishing the explanation the material, the researcher showed the wall chart with pictures of various objects in the house.

Figure 4.4
The researcher showed and explained the wall chart a second time
to the students

The researcher did not explaining anything, the researcher just showed the wall chart to the students. The purpose of this is to get students to observe what is in front of students and understand the meaning of the vocabulary in the wall chart. After that, the researcher randomly showed the wall chart to the students a second time and asked students to mention what vocabulary is showed them. The researcher provided examples correct pronunciation of the vocabulary to the students. Then, the researcher asked to the students to imitate and repeat what the researcher said. The researcher repeated the steps until the students are able to remember the vocabulary well. The researcher then showed the wall chart again with the vocabulary on the closed wall chart. The goal is to help the students memorize vocabulary by looking at the pictures on the wall chart.

At the end of the meeting, the researcher concluded meeting by reminding the students to practice at home using

picture such as wall chart or anything. The researcher then reviewed the materials to help students remember the lesson they had learned that day. The researcher completed the learning process by praying according to the students' beliefs.

2) Second Meeting

The second meeting was conducted on Wednesday, 08th November 2023 at 07.00-08.20 a.m. the second meeting was the same first meeting. The researcher started by greeting, praying and checking attendance. After that, the researcher continued to reviewed the material at the last meeting.

The main activity in the second meeting was not significantly different from the previous meeting. The learning process also used wall chart as a media. In this section, the researcher conducted more exercises and practice to make students easy in memorizing the vocabulary. The researcher gave the vocabulary list to the students and then showed them the wall chart again. So, that made students easier to remember the words that matched the pictures. The researcher also told how to pronounce vocabulary correctly.

Before the researcher closed, the researcher concluded and reviewed the material that had been learned that day. The researcher also informed to the students that the test would be done on the next meeting, and the researcher did not forget to give

appreciation to all students that they have been successful in learning. Finally the class was ended by praying together and greeting to students.

3) Third Meeting

The third meeting was conducted on Saturday, 12th November 2023 at MTS Wahid Hasyim Balung at 11.20-12.40 p.m. the activity third meeting was not different from the second meeting. The researcher started the class by greeting, praying and checking attendance the students. After opened the class, the researcher reviewed the material first. Then the researcher continued to prepared the paper of test.

Figure 4.5
The researcher share the paper of test to the students

After everything was ready, the researcher shared the test paper to the students. The researcher asked the students to do test. The form of the test is multiple choice with different questions on the same topic. The researcher explained that students have to choose the best answer according themselves. Then the researcher

gave time to take the test. The students answered and submitted the

entire test. Score are shown in the table below:

Table 4.4
Students' post-test achievement (cycle 2)

No	Name of students	Vocabulary test			Students score
		Items	Correct	Wrong	
1	ARU	20	19	1	95
2	ARNA	20	16	4	80
3	ASR	20	18	2	90
4	AWF	20	14	6	70
5	AA	20	17	3	85
6	DPRM	20	17	3	85
7	DS	20	15	5	75
8	DRD	20	16	4	80
9	ETAETA	20	15	5	75
10	HAZ	20	16	4	80
11	IJA	20	17	3	85
12	IA	20	14	6	70
13	IMA	20	13	7	65
14	IDF	20	14	6	80
15	IIM	20	18	2	90
16	JAR	20	18	2	90
17	MDM	20	14	6	70
18	MHA	20	15	5	75
19	NR	20	16	4	80
20	NAS	20	15	5	75
21	NRS	20	17	3	85
22	NF	20	17	3	85

23	PZZ	20	14	6	70
24	RYH	20	14	6	70
25	RA	20	16	4	75
26	SNH	20	16	4	80
27	SRA	20	15	5	75
28	VMS	20	18	2	90
Total Score					**2225**

a) Mean of the students 7th A Class Score in Cycle 1:

$$X = \frac{\sum xn}{n}$$

$$= \frac{2225}{28}$$

$$= 79$$

The description of the formula:

X : Mean

$\sum xn$: Score of the students

N : number of the students

b) Percentage of completeness of vocabulary mastery in cycle1:

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

$$= \frac{22}{28} \times 100\%$$

$$= 78\%$$

The description of the formula:

P: The percentage of the class

F: Total percentage score

N: Number of the students

From the explanation above, the researcher concluded that the result of test in cycle 2 is success. Because the mean of the score in cycle 2 has reached the criteria of success. Because in the cycle 2 the researcher gave different treatment then cycle 1. Therefore the students' vocabulary mastery improved. Besides, the researcher also calculate the percentage of students who pass the test. The percentage of students who passed reached above the minimum score was 78%. Which means it was increased from cycle 1.

c. Observing

After the second cycle end, the researcher and the English teacher did the observation. Based on the observation made by the researcher and the English teacher in cycle 2. They found that students' participation was considered very good. The teaching material seemed interesting for the students. Therefore almost all of them followed the learning process enthusiastically so that the class seemed more active than before. And the final assessment of students' vocabulary achievements was that the student got better result than in the first cycle.

After that, the researcher did the observations as in the first cycle. The researcher got different data from the first cycle. The data of cycle 2 were described as follows:

Table 4.5
Observation sheet in the first meeting and second meeting I cycle 2

No	Activities	1st Meeting		2nd Meeting	
		Yes	No	Yes	No
1	The students listen to the teacher's introduction before teaching process	√		√	
2	The students pay attention to the teacher's explanation until finish	√		√	
3	The students listen while the teacher tells the procedure of material	√		√	
4	The students understand the procedure of the material told by the teacher	√		√	
5	The students enjoy the learning process	√		√	
6	The students make a group consist of seven people according to the teachers' instructions	√		√	
7	The students uses English to answer teachers' question		√		√
8	The students uses Indonesian to answer teachers' question	√		√	
9	The students active in asking and answering session	√		√	
10	The students can memorize the existing vocabulary on wall chart	√			
11	The students can pronounce properly as exemplified by researcher	√		√	
12	The students follow the learning process and review along with the researcher before closing	√		√	

From the table 4.5, it can be concluded that the learning process in cycle 2 success. And during learning process the students was enjoy, enthusiasm and pay attention to the researcher explanation until finish. The students was active in asking and answer the question. The students also can memorize the vocabulary and are able to pronounce correctly. However, the students still cannot answer the questions in English.

d. Reflecting

From cycle 2, several success points can be identified: The students listened the teacher explanation until finish. The students followed the teacher instructions. The students listened to the teachers' introduction before teaching process. The students can memorize the vocabulary and pronounce correctly. The students can active in asking and answering question in class. And the students also used the media given by the teacher well.

The students follow the learning process and review along with the researcher before closing. The table of scores from the preliminary study, post-test 1, and post-test 2 is discussed in the following table:

Table 4.6
The percentage of the students' vocabulary mastery

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

From the table 4.6, it can be seen that the mean score of cycle 1 was 72 and cycle 2 was 79. It means that the score of cycle 2 was higher than score of cycle 1. The percentage of students who got score above in cycle 1 was 57% and in cycle 2 was 78%. It shows that students who mastering vocabulary increased up to 21%. There are 16 students' in cycle 1 and 22 students' in cycle 2 who got score based on KKM or more. So the researcher concluded that wall chart as a media was appropriate to improve the students' vocabulary mastery. Therefore, the comparison of the students score from cycle 1 and cycle 2 can shown in the following table and diagram:

Table 4.7
The Comparison of The Students' Score Cycle 1 and cycle 2

No	Name of students	Pre-cycle	Score of cycle 1	Score of cycle 2
1	ARU	75	85	95
2	ARNA	65	70	80
3	ASR	60	75	90
4	AWF	35	40	70
5	AA	70	75	85
6	DPRM	55	70	85
7	DS	50	50	75
8	DRD	75	80	80
9	ETAETA	65	75	75
10	HAZ	65	75	80
11	IJA	75	80	85
12	IA	50	50	70
13	IMA	55	55	65
14	IDF	70	75	80
15	IIM	75	90	90
16	JAR	75	85	90
17	MDM	70	70	70
18	MHA	65	65	75
19	NR	55	75	80
20	NAS	70	75	75
21	NRS	65	80	85

22	NF	75	85	85
23	PZZ	65	65	70
24	RYH	65	70	70
25	RA	65	70	75
26	SNH	75	80	80
27	SRA	60	70	75
28	VMS	80	85	90
Total		**1825**	**2020**	**2225**
Mean Score		**65**	**72**	**79**

Based on the result in cycle 1 and cycle 2 there are improvement in students' score test. In cycle 1 the everage students' score is 72 and in cycle 2 the everage students' score increased to 79. So the researcher concluded that wall chart as a media was appropriate to improve students' vocabulary mastery. Therefore, researcher and English teacher decide to stop the CAR. Researcher did not need revise plane or move to the next cycle.

C. **Disscussion The Research**

Based on the research findings, the research conducted at MTS Wahid Hasyim Balung about the implementation of wall chart to improve the students' vocabulary mastery, the data in this research was obtained from planning, acting, observing, and the last reflecting, and the data through implementation, observation, interview, and documentation.

Based on the result of this research, proved what has been stated by Sarah Mar'atun that the use of wall chart to improve students' vocabulary mastery has a positive change and improvement on the students' vocabulary

mastery[63]. In this research, the researcher found that the mean score of pre-test was 65 and the mean score of post-test cycle 1 was 72 and the mean score of post-test in cycle 2 was 79. It means that students' vocabulary mastery had been increased after getting the treatment.

The use of wall chart as a media in learning and teaching English can improve the students' vocabulary, students showed their motivation during learning and teaching process, they look enjoy and happy. The English teacher also said that the class can be controlled easily. This findings were supported by another research conducted by Nora Fitria, Samsul Ali, and Rafsanjani. They find out the significant difference between the eight grade students who are taught vocabulary by using wall chart and without using wall chart. They found that the use wall chart in instruction material can improve the students' vocabulary mastery. There was a significant difference between the two group who taught by using wall chart and group without wall chart[64]. Purwitasari also found on her research that using word wall media is effective can develop the students' interest and active in learning English.[65]

Harjanto in Nafissa Tracy state that the learning media will attract the students' attention so that it can foster the learning motivation.[66] The same statement from pinter who state that young learners have a great curiosity to

[63] Sarah Mar'atun Azizah, "The use of wall chart to improve students' vocabulary mastery at grade IV students of SDN Gambiranom in the academic year of 2015/2016". (Thesis, Yogyakarta State University, 2016), 94.

[64] Nora fitria, Samsul Ali, and T.M Rafsanjani "The use of wall chart in instruction to Improve the Eight grade students' vocabulary mastery, 2020.

[65] Purwitasari, "The effectiveness of word wall application in improving students' vocabulary mastery at MTSN 04 Magetan", 2022.

[66] Nafissa Tracy, "The Implementation Of Flash Cards As The Learning Media In Teaching Vocabulary At SDN Kepatihan 1 Jember In Academic Year 2018/2019" (thesis, UIN KHAS Jember, 2019), 74.

try new things and to explore concrete to abstract things.[67] By using wall chart media in learning process, it can improve the students' motivation in learning. In this research mention the statement conducted by Azizah in interview as the student as mention in appendix 6, the students state that use of wall chart in learning process is so enjoy and make happy, because they feel easily to memorize the vocabulary.[68] The students also enthusiasm and pay attention during learning process, because they can play and learn at the time like students create their own wall chart.

Thus based on the result and the theory, that is clear that the wall chart as the media in learning and teaching English is able to improve the students' vocabulary.

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[67] Juhanna, "Teaching English To Young Learners: Some Points To Be Considered", *Asian Of Journal Of Education And E-Learning.*2 (1st February 2014), 43.

[68] Azizah, Students of VII a in MTS Wahid Hasyim Balung, *interview,* Jember, Oktober 25th, 2023.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter prsents two point that are conclusion and suggestion. The conclusion is based on the result of the research finding in previous chapter. Then the suggestion are given related to further implementation of using wall chart as a media to further studies.

A. Conclusion

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

B. Suggestion

After conducting the research. The researcher would give the suggestion to the teacher, and the future researcher. The suggestion are as follows:

1. **For the English teacher**

   The researcher suggested to the English teacher that the English teacher to apply the wall chart media while teaching vocabulary. Because this method could improve the students' vocabulary mastery. And this method can make students enjoy and interesting while learning process. So that learning objactives can be achieved optimally

2. **For the future researcher**

   The researcher hope that this research could be use as a reference for the further researcher to do better method of teaching and learning English. The researcher suggested the future researcher to use the same method in other skill.

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DECLARATION OF AUNTHENTICITY

The undersigned:

    Name   : Kholifatul Khofifah

    NIM   : T20196093

    Study Program : English Education Study Program

    Fakulty   : Faculty of Tarbiyah and Teacher Training

      Declare that thesis entitle "The Implementation of Wall Chart To Improve Students' Vocabulary Mastery in EFL Classroom at MTS Wahid Hasyim Balung" is my original work, gathered and utilized especially to fulfil the purpose and objectives for this study, and has not been previously submitted to any other university for a higher degree. I also declare that the publication cited in this work has been personally consulted.

Jember, 29 May 2024
The writer

Kholifatul Khofifah
NIM. T20196093

Appendix 1

Matrix of Research

TITLE	VARRIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH QUESTION

The Implementation Of Wall Chart To Improve The Student's Vocabulary Mastery in EFL Classroom at MTS Wahid Hasyim Balung	1. Vocabulary Mastery
	
	2. Wall chart Media
		1. Vocabulary
		  a. Aspect of vocabulary
		  b. Types of Vocabulary
		2. Wall Chart
		  a. Identifying picture
		  b. Showed the vocabulary on the wall chart
		  c. The advantages and challenges of wall chart
			1. Observation sheet
			2. Pre-test and Post-test
			3. Interview
			4. Documentation
				1. Research Design: Classroom Action Reasearch (CAR)
				
				2. Technicque of collecting data:
				  a. Observation
				  b. Documentation
				  c. Interview
				  d. Vocabulary Test
					1. How is the implementation of wall chart to improve the students' vocabulary mastery in EFL Classroom at MTS Wahid Hasyim Balung?

Appendix 2

SURAT PERMOHONAN PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-3817/In.20/3.a/PP.009/09/2023
Sifat   : Biasa
Perihal : Permohonan Ijin Penelitian

Yth. Kepala MTS Wahid Hasyim Balung
Jl. Puger No.20, Kebonsari Balung Lor, Balung, Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20196093
Nama   : KHOLIFATUL KHOFIFAH
Semester   : Semester sembilan
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of wall chart to improve students vocabulary mastery in EFL Classrom at MTS Wahid Hasyim Balung" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Kepala MTS Wahid Hasyim Balung

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 29 September 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 3

SURAT TELAH MENYELESAIKAN PENELITIAN

YAYASAN ABDUL WAHID HASYIM
MADRASAH TSANAWIYAH WAHID HASYIM
Jalan Puger nomor 20 Balung, Jember 68161
Telepon (0336) 623146; NSM 121235090028; NPSN 20581456
Website: www.mtswahidhasyim.sch.id; E-mail: mtswahidhasyim@hotmail.co.id

SURAT KETERANGAN
NOMOR : 072/Mtss.13.32.015/11/2023

Yang bertanda tangan di bawah ini,

Nama	:	Moh. Ridwan, S.T
NIP	:	-
Jabatan	:	Kepala Madrasah Tsanawiyah Wahid Hasyim Balung

Dengan ini menerangkan dengan sebenarnya bahwa,

Nama	:	Kholifatul Khofifah
NIM	:	T20196093
Fakultas	:	Fakultas Tarbiyah Dan Ilmu Keguruan
Prodi	:	PENDIDIKAN BAHASA INGGRIS
Universitas	:	UIN KHAS Jember

Telah menyelesaikan penelitian di MTs Wahid Hasyim yang dimulai tanggal 25 Oktober 2023 dan diakhiri tanggal 15 November 2023.

Demikian Surat Keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Balung, 15 November 2023
Kepala Madrasah

Moh. Ridwan, S.T

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : MTS Wahid Hasyim Balung
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VII/Ganjil
Materi Pokok   : My Sweet Home
Topik/Subtema   : Part of House
Alokasi Waktu   : 2x45 menit

A. Capaian Pembelajaran (CP)

Pada akhir fase D, Peserta didik menggunakan Bahasa inggris untuk berinteraksi dan saling tuukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosa kata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai topik yang telah familiar dan dalam konteks kehidupan disekolah dan dirumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana

B. Tujuan Pembelajaram

Setelah mengkuti pembelajaran peserta didik diharapkan dapat

- Mengetahui dan memahami ruangan dan benda-benda yang ada didalam rumah
- Mengetahui dan memahami penggunaan preposisi

C. Media Pembelajaran. & Alat/Bahan

- Media: Wall Chart, Worksheet atau lembar kerja
- Alat/Bahan: buku penunjang kurikulum merdeka

D. Materi Pembelajaran

1. Fungsi Bahasa

Mengenalkan, mengidentifikasi dan menyebutkan berbagai benda yang ada di dalam rumah

2. Struktur Teks Interaksi

a. Peserta didik mampu menganalisis dan menangkap makna tentang nama dan jumlah benda yang ada didalam rumah.

b. Memberi informasi mengenai nama dan jumlah benda yang ada di dalam rumah.

3. **Unsur kebahasaan**
   a. Pertanyaan terkait benda yang ada di dalam kelas dengan menggunakan kalimat *Can you tell the name of the things in the house?*
   b. Penggunaan artikel: penyebutan benda dengan a/an, bentuk jamak (-s)
   c. Penggunaan preposition yang tepat (in, on, at)
   d. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

4. **Topik**
   Teks interaksi transaksional lisan dan tulis serta memberi dan meminta informasi benda-benda yang ada di dalam rumah.
   a. Nama-nama benda yang ada didalam rumah

   b. Meminta informasi terkait nama-nama benda yang ada di dalam rumah.
      - Can you tell the names of things in the house?
      - What objects do you have in your room?
   c. Memberi informasi terkait nama-nama benda di dalam rumah.
      - I have a big television
      - My bicycle is red
   d. Memberi informasi terkait preposition yang tepat dalam kalimat.
      - I get up at 05.00 am.
      - The phone is on the table
      - I'm always really busy in December

E. Langkah-Langkah Pembeajaran

1. **Pertemuan Pertama**

Kegiatan pembelajaran	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	Memberi salam berdoa, mengecek kehadiran peserta didik, meriview materi, menjelaskan tujuan pembelajaran, menanyakan manfaat topik yang akan dipelajari.	15 menit
Kegiatan inti	**Mengamati:** 1. Guru menyampaikan materi tentang benda-benda yang ada didalam rumah. 2. Guru memberikan contoh informasi terkait nama-nam benda didalam rumah sesuai dengan teks interaksional menggunakan Bahasa inggris. Contoh: I have a big room 3. Peserta didik mengamati ciri-ciri atau contoh memberi dan meminta informasi terkait benda yang ada didalam rumah. **Menanya** 1. Peserta didik dan guru bertanya jawab tentang materi Part of House 2. Guru memberi arahan kepada peserta didik agar mereka mampu bertanya mengenai materi part of house 3. Guru menjawan pertanyaan peserta didik dengan menjelaskannya. **Mengeksplorasi** 1. Guru memberi contoh meminta informasi terkait benda yang ada didalam rumah. 2. Peserta didik mengutarakan apa yang mereka pelajari dan pikirkan tentang benda di dalam rumah dan menyebutkan dalam Bahasa inggris. **Mengumpulkan data/informasi** 1. Peserta didik melihat gambar yang sudah disiapkan guru 2. Guru menunjukan gambar dan tulisan yang ada pada media wall chart kepada peserta didik, dan meminta untuk mengucapkan pronounciation yang telah dicontohkan. 3. Dengan bimbingan guru, peserta didik membuat media wall chart dan mencari Bahasa inggris dari benda yang ada didalam rumah. 4. Guru meminta peserta didik untuk menyebutkan beberapa kosakata Bahasa inggris yang ada pada wall chart. **Mengkomunikasikan**	60 menit

| | Guru meminta peserta didik untuk menghafalkan kosa kata terkait benda-benda yang ada didalam ruma dan dipresentasikan pada pertemuan selanjutnya. | |
| Penutup | 1. Peserta didik dan guru menyimpulkan pembelajaran.
2. Guru menutup pembelajaran dengan doa dan salam. | 15 menit |

2. PERTEMUAN KEDUA

Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Memberi salam berdoa, mengecek kehadiran peserta didik, meriview materi, menjelaskan tujuan pembelajaran, menanyakan manfaat topik yang akan dipelajari.	15 menit

Kegiatan inti	**Mengamati**
	  1. Guru menunjukan kembali media wall chart tentang benda-benda didalam rumah
	  2. Peserta didik mengamati setiap gambar yang ditunjukan oleh guru.
	Menanya
	Guru bertanya pada peserta didik apabila ada yang masih belum dipahami tentang gambar dan kosakata yang ada pada wall chart.
	Mengeksplorasi
	Guru meminta peserta didik untuk menghafalkan kosakata yang ada pada wall chart.
	Mengupulkan data/ informasi
	Guru meminta peserta didik untuk maju ke depan kelas dan menyebutkan beberapa kosa kata yang sudah dihafal dengan menempelkan gambar sesuai dengan bagiannya.
	Mengkomunikasikan
	1. Guru mengkoreksi kosakata dan pronounciation peserta didik pada saat peserta didik maju kedepan.
	2. Peserta didik yang mengalami kesulitan dalam melafalkan kosa kata akan dibimbing dan diarahkan.
		60 menit

Penutup	1. Guru memberi penguatan dan menyimpulkan materi yang sudah dipelajari. 2. Peserta didik melakukan reflrksi terhadap kegiatan yang sudah dipelajari. 3. Guru menutup pembelajaran dengan doa	15 menit

F. Penilaian
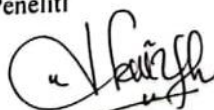
Kognitif : siswa memahami dan menghafal kosakata Bahasa inggris

Afektif : menjawab salam, aktif bertanya, menunjukan sikap didiplin melalui kehadiran dan aktif dalam pembelajaran

Penilaian : jika peserta didik dapat memenuhi aspek maka peserta didik mendapat nilai 20, jika siswa belum memenuhi aspek maka peserta didik mendapat skor 10.

No	Aspect	Score	
		Memenuhi	Belum memenuhi
1	Mengartikan		
2	Membaca		
3	Melafalkan		
4	Menulis		

Mengetaui,
Guru Mata Pelajaran

Muhammad Hafifi, S.Pd

Jember, 25 Oktober 2023
Peneliti

Kholifatul Khofifah
NIM : T20196093

Appendix 5

THE RESULT OF INTERVIEW

Time and Place
1. Day/date   : Wednesday, 25th Oktober 2023
2. Place   : Classroom
3. Time   : 09.00-Selesai

Responden
1. **Informan 1**
   Nama   : Muhammad Hafifi S.Pd
   Status   : Guru Bahas Inggris MTS Wahid Hasyim Balung
2. **Informan 2**
   Nama   : Rohmatul Azizah & Abdulloh Rof Rofil Ukhoidir
   Status   : siswa kelas 7 MTS Wahid Hasyim Balung

Note:
R: Researcher
T: Teacher
S: Students

THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

R **:** Bagaimana kemampuan Bahasa inggris siswa kelas VII, khususnya dalam penguasaan *vocabulary?*

T **:** Tertarik sih mbak, anak-anak itu tertarik dengan pembelajaran Bahasa. Baik bahasa arab tau Bahasa inggris. Ya sudahlah meskipun masih ada yang males malesan dan ga suka. Meskipun masih banyak kendalanya tapi minat anak-anak dalam pelajaran Bahasa inggris masih ada.

R **:** Apa saja kesulitan anak-anak dalam pembelajaran bahasa inggris ini pak?

T **:** Apa ya, selama ini saya enakenak aja ngajar nya, mungkin karna keterbatasan vocabulary mbak. Kurang focus apalagi kalau jam jam akhiritu anak-anak udah mulai capek dan ngantuk jadi kurang fokus. Ga semua siswakurang di vocabulary sih mbak, karna disini kan ada bimbelnya jadi mereka merka yang mengikuti bimbel semakin mudah belajarnya dikelas. Kemudian disini kan ada EAPRO mbak.

R **:** Apa EAPRO itu pak?

T **:** English Arabric Program, mengenai itu stu semester biasanya kita intensif sat minggu full English arab.

R **:** Jadi selama satu semester apakah anak-anak menyukai belajar

Bahasa inggria?

T : Ya ada yang suka ada yang nggak mbak

R : Cara apa yang biasa pak hafifi pakai untuk meningkatkan vocabulary siswa juga menambah semangat danminat siswa terhadap Bahasa inggris?

T : Untuk penambahan vocabulary kita tiap pagi kan ada rutinan sholat dhuha, nah didalam sholat dhuha itu disisipkan banyak hal. Seperti yang pertama, kita ngaji juga ada tambahan-tambahan semacam slank, idiom itu dimasukkan, dan hafalan bagi anak anak yang terlambat datang atau tidak ikut sholat dhuha.

R : Tugas sekolah lebih sering dikerjakan individual atau berkelompok?

T : Kalau dikelas saya lebih sering menyuruh anak-anak untuk berkelompok dan berdiskusi mbak

R : Apakah bapak pernah menggunakan gambar-gambar seperti wall chart untuk mengajarkan vocabulary atau dengan media lain?

T : Belum pernah mbak, saya selalu minta anak-anak untuk mencari kosa kata sendiri bisa mencari kosa kata hewa-hewan atau benda-benda yang ada diluar dan didalam kelas terus diartikan. Terus anak-anak biasanya juga saya suruh menghafal untuk penambahan kosa kata barunya

R : jika saya melakukan penelitian di kelas 7 apa bapak setuju jika saya menggunakan wall chart sebagai medianya untuk meningkatkan kosa kata sisa?

T : Berarti yang gambar-gambar ya mbak? Iya bagus mbak monggo,biar nambah variasi dalam belajarnya anak-anak.juga bisa nambah semangat bagi mereka

R : Terima kasih pak, saya akan coba menggunakan wall chart saat penelitian nanti. Kira-kira untuk jadwal pembelajarannya hari apa saja ya pak?

T : Seminggu 2x mbak, hari rabu dan hari sabtu. Untuk hari rabu jam pertama ya mbak jam 7 tepat sampai setengah 9 kurang. Untuksabtu jam terakhir mbak

R : Baik pak, terimakasih banyak untuk kesediaannya diinterview hari ini

T : Sama-sama mbak

THE SCRIPT OF INTERVIEW WITH THE STUDENTS BEFORE IMPLEMENTING WALL CHART

R	:	Apa kalian suka pelajaran Bahasa inggris?
S1	:	Kadang suka kadang nggak miss, tergantung sulitnya
S2	:	Suka miss, tapi rada sulit pelajarannya
R	:	Apa yang sulit menurut kalian saat belajar Bahasa inggris?
S1	:	Tulisannya, cara bacanya juga beda-beda jadi bingung dan ga bisa nulisnya miss
S2	:	Agak sulit miss, masih banyak yang gatau artinya.
R	:	Biasanya kalau pelajaran Bahasa inggris ngapain aja? Ada game dan nyanyi-nyanyi nggak?
S1	:	Ga ada miss
S2	:	Biasanya kita selalu hafalan miss, dikasih kata-kata nulis kosa kata baru terus ngerjakan soal
R	:	Dikasih kata-kata gimana? Bahasa inggris atau Bahasa Indonesia?
S1 & s2	:	Dikasih dalam Bahasa inggris miss terus cari artinya
R	:	Pakai apa biasanya:
S1& s2	:	Kamus miss
R	:	Apakah pernah memakai PPT, atau gambar-gambar dalam belajar Bahasa inggris?
S2	:	Belum pernah miss
S1	:	Padahal kalau ada game gitu seru kayaknya miss
R	:	Baik, makasih ya. Sampai ketemu nanti dikelas
S1 & s2	:	Iya miss, sama-sama.

**THE SCRIPT OF INTERVIEW WITH THE STUDENTS AFTER
IMPLEMENTING WALL CHART**

R	:	Gimana perasaan kalian setelah belajar bersama miss khofif?
S1	:	Seru miss, jadi ga bikin ngantuk. Terus biasanya pengen cepet-cepet istirahat
S2	:	Menyenankan miss, ga bosen dikelas ada permainannya soalnya
R	:	Terus selama dikelas perubahan apa yang kalian rasakan
S1	:	Mudah ngerti kosa katanya lewat gambar miss, mengingatnya lewat gambar dan warna gambarnya. Kadang ingat kosa katanya lewat letak gambarnya jadi mudah buat saya ingat miss
S2	:	Mudah ingat kosa katanya, terus saya juga jadi paham tentang penambahan "s" dan "es" itu miss
R	:	Menurut kalian belajar menggunakan gambar itu lebih mudah atau gimana?
S2	:	Lebih mudah, karna saya bisa langsung praktek nulis jadi saya mudah hafal artinya sekaligus tau cara menulisnya
S1	:	Lebih mudah miss
R	:	Kalau pelafalannya bagaimana, sudah bisa apa belum?
S2	:	Dikit-dikit bisa, soalnya sebelumnya ga ngerti cara ngucapinnya. Jadi asal-asalan saja miss
R	:	Baik, terima kasih yaa. Sampai jumpa
S1 & s2	:	Sama-sama miss

Appendix 6

OBSERVATION SHEET (CYCLE 1)

No	Activities	1st Meeting		2nd Meeting	
		Yes	No	Yes	No
1	The students listen to the teacher's introduction before teaching process	√		√	
2	The students pay attention to the teacher's explanation until finish	√		√	
3	The students listen while the teacher tells the procedure of material	√		√	
4	The students understand the procedure of the material told by the teacher		√	√	
5	The students enjoy the learning process	√		√	
6	The students make a group consist of seven people according to the teachers' instructions	√			√
7	The students uses English to answer teachers' question		√		√
8	The students uses Indonesian to answer teachers' question	√		√	
9	The students active in asking and answering session	√		√	
10	The students can memorize the existing vocabulary on wall chart		√		
11	The students can pronounce properly as exemplified by researcher	√		√	
12	The students follow the learning process and review along with the researcher before closing	√		√	

OBSERVATION SHEET (CYCLE 2)

No	Activities	1st Meeting		2nd Meeting	
		Yes	No	Yes	No
1	The students listen to the teacher's introduction before teaching process	√		√	
2	The students pay attention to the teacher's explanation until finish	√		√	
3	The students listen while the teacher tells the procedure of material	√		√	
4	The students understand the procedure of the material told by the teacher	√		√	
5	The students enjoy the learning process	√		√	
6	The students make a group consist of seven people according to the teachers' instructions	√		√	
7	The students uses English to answer teachers' question		√		√
8	The students uses Indonesian to answer teachers' question	√		√	
9	The students active in asking and answering session	√		√	
10	The students can memorize the existing vocabulary on wall chart	√			
11	The students can pronounce properly as exemplified by researcher	√		√	
12	The students follow the learning process and review along with the researcher before closing	√		√	

Appendix 7

STUDENTS' SCORE IN PRE-TEST (PRE-CYCLE)

No	Name	Students Score
1	ARU	70
2	ARNA	65
3	ASR	60
4	AWF	35
5	AA	70
6	DPRM	55
7	DS	85
8	DRD	65
9	ETA	65
10	HAZ	80
11	IJA	85
12	IA	85
13	IMA	75
14	IDF	80
15	IIM	70
16	JAR	65
17	MDM	75
18	MHA	75
19	NR	55
20	NAS	70
21	NRS	65
22	NF	70
23	PZZ	65
24	RYH	75
25	RA	65
26	SNH	65
27	SRA	60
28	VMS	80
Total		**1930**

The researcher calculated the data using the following formula :[69]

---

[69] Anas Sudjono, Pengantar Statistik Pendidika, (Jakarta: PT Raja Grafindo Persada, 2008), 43.

c. Mean of the students' 7th A Class Score = X = $\frac{\Sigma \text{x n}}{\text{n}}$

$$= \frac{1930}{28}$$

$$= 69$$

Dscription of formula :

X   : Mean

$\sum$ X n : personal score

N   : Number of students

d. <u>Percentage of completeness of vocabulary mastery:</u>

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

$$= \frac{10}{28} \text{ x } 100\%$$

$$= 36\ \%$$

The description of the formula :

S% : The percentage of success

$\sum N$: Total percentage score

N : Number of the students

Appendix 8

THE STUDENTS' ATTENDANCE LIST

NO	NAME	F/M
1	Abulloh Rof Rofil Ukhoidir	M
2	Abdur Rozaq Nur Alfian	M
3	Adinda Syafa Ramadani	F
4	Ahmad Wildan Fawaid	M
5	Alya Adriyana	F
6	Devika Dwi Putri Ratna Maya	F
7	Dinda Safitri	F
8	Dyfa Rafika Dewi	F
9	Elva Tsurayya Amata	F
10	Hidayah Alfiyatuz Zakiyah	F
11	Ibnu Jawadil Aly	M
12	Ibrohim Alkholil	M
13	Ifdatu Maulida Aulia	F
14	Indra Dwi Firmansyah	M
15	Intan Imroatul Munawaroh	F
16	Jalaludin Atha Ramadhan	M
17	Mohamad David Maulana S.	M
18	Mohamad Haris Akbar	M
19	Nadhifatur Rosyidah	F
20	Naura Asyisifa' Salma	F
21	Naznin Raina Shiva	F
22	Neli Faiza	F
23	Putri Zahratul Zannah	F
24	Robih Yasin Hibatulloh	F
25	Rohmatul Azizah	F
26	Siti Nur Haisah	F
27	Syah Rijal Al Ilham	F
28	Vanesya Meilanda S.	F

Appendix 9

INSTRUMENT VALIDITY

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli, Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

LEMBAR VALIDASI INSTRUMEN PENELITIAN
Untuk Ahli Materi

Judul Penelitian : The Implementation Of Wall Chart To Improve Students' Vocabulary Mastery In Efl Classroom At Mts Wahid Hasyim Balung

Nama : Hafifi. S.Pd

NIP :

Pekerjaan : Guru

Instansi : MTs. WAHID HASYIM

Pendidikan : G1 Bahasa Inggris

Petunjuk pengisian validitas

1. Lembar validasi ini dimaksutkan untuk mengetahui pendapat bapak/ibu sebagai ahli materi tentang kualitas media pembelajaran tiga dimensi.

2. Mohon berikan tanda "√" untuk setiap pendapat bapak/ibu pada kolom skala penelitian

Kriteria Penilaian:

4 = sangat setuju   2 = kurang setuju

3= setuju   1 = tidak setuju

No	Butir Penilaian	Skor Penilaian				Komentar
		4	3	2	1	
A.	Aspek Kelayakan Isi					
1	Materi pembelajaran pada media pembelajaran ini sesuai dengan KI dan KD		√			
2	Kelengkapan materi yang disajikan sesuai dengan capaian pembelajaran		√			
3	Ketepatan konsep materi dalam media pembelajaran tiga dimensi		√			
4	Gambar/ilustrasi yang disajikan sesuai dengan isi pesan yang disampaikan	√				
5	Kegiatan media tiga dimensi mendukung konsep dengan benar		√			
6	Media pembelajaran tiga dimensi pendukung yang sesuai dengan materi		√			
7	Media pembelajaran tiga dimensi mudah difahami		√			
B.	Aspek Keterlaksanaan					
1	Konsep maeri dalam media pembelajaran tiga dimensi disajikan secara runtut, sistematis dan jelas		√			
2	Media pembelajaran dapat membantu					

		✓			
	peserta didik dalam memahami materi yang disampaikan	✓			
3	Media pembelajaran tiga dimensi memuat rangkaian kegiatan belajar yang direncanakan dan sistematis	✓			
4	Media pembelajaran tiga dimensi memuaat tujuan belajar yang dirumuskan secara jelas	✓			
	Total Skor				
	Rata-rata Skor	Jumlah Skor Total / Jumlah Seluruh Item			

Komentar dan Saran

Silahkan direvisi ....

....

....

....

....

Kesimpulan

Media pembelajaran tiga dimensi ini dinyatakan

1. Layak digunakan di lapangan tanpa revisi
2. Layak digunakan di lapangan dengan revisi
3. Tidak layak digunakan di lapangan

*) lingkari salah satu

Jember, 25 Oktober 2023

Ahli Materi

Hafifi, S.Pd

NIP.

Appendix 10

KISI-KISI SOAL PENILAIAN PESERTA DIDIK

Mata Pelajaran   : Bahasa Inggris

Kelas/Smt   : VII (tujuh)/1

Jumlah soal   : 20

Bentuk soal   : Pilihan Ganda No 1- 15/ Rumpang 16-20

No	Elemen Dan Capaian Pembelajaran	Kelas/Smt	Materi	Indikator Soal	Level Kognitif	No. Soal	Bentuk Soal
1	**Elemen : Menyimak – Berbicara** Pada akhir fase D, Peserta didik menggunakan Bahasa inggris untuk berinteraksi dan saling tuukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosa kata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai topik yang telah familiar dan dalam konteks kehidupan disekolah dan dirumah. Mereka terlibat	VII/2	Chapter III My Sweet Home	Peserta didik dapat mengidentifikasi informasi terkait dengan benda-benda didalam rumah	Memahami	1	PG
				Peserta didik dapat menunjukan informasi terkait dengan tingkah laku/tindakan/fungsi dari gambar yang tercantum	Memahami	2, 3, 4	PG
				Peserta didik dapat mengidentifikasi informasi terkait dengan benda-benda yang ada didalam rumah	Mengingat	5	PG
				Pesert didik dapat	Memahami	6	PG

dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana			menyimpulkan informasi terkait dengan aktivitas/kegiatan/suasana yang terjadi			
Elemen: Membaca – Memirsa Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mngevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.			Peserta didik dapat mengidentifikasi informasi terkait dengan benda-benda/kegiatan didalam rumah	Memahami	7	PG
			Peserta didik dapat memahami penggunaan on, in, dan at dalam situasi atau aktivitas tertentu	Memahami	8	PG
			Peserta didik dapat memahami penggunaan on, in, dan at dalam situasi atau aktivitas tertentu	Memahami	9	PG
			Peserta didik dapat memahami penggunaan on, in, dan at dalam situasi atau aktivitas tertentu	Memahami	10	PG
			Peserta didik dapat memahami penggunaan on, in, dan at dalam situasi atau aktivitas tertentu	Memahami	11	PG

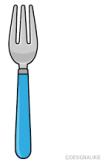|				Peserta didik dapat memahami penggunaan on, in, dan at dalam situasi atau aktivitas tertentu	Memahami	12	PG
				Peserta didik dapat memahami penggunaan on, in, dan at dalam situasi atau aktivitas tertentu	Memahami	13	PG
				Peserta didik dapat mengidentifikasi informasi terkait dengan benda-benda yang ada didalam rumah	Mengingat	14	PG
				Pesert didik dapat menyimpulkan informasi terkait dengan aktivitas/kegiatan/suasana yang terjadi	Memahami	15	PG
				Peserta didik dapat menyusun kalinat acak sehingga menjadi kalimat yang benar dan bermakna	Mengingat	16, 17, 18, 19, 20	Rumpang

Appendix 11

Name :

Nis   :

Answer the questions below by choosing a, b, c, or d!

1. Ms. Nana fried the fish using frying pan.
   In the picture below, which one is the fryingpan?

   a.

   b.

   c.

   d.

   Look at the picture and answer the following question!

   The Rahmansyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sinta sweeps and mops the floor and Galang takes out the trash. Each of them take turns to wash the dishes every night. Ibu Posma cooks everyday. While she

cooks, Ara usually plays with her toys. When she finishes playing, she puts away the toys. Pak Rahmansyah does the laundry every other day. He cleans the windows and the furniture every Saturday. The Rahmansyahs are busy every day

2. Based on the picture above, who cleans the window?
   a. Galang   b. Tamara
   b. Pak Rahmansyah d. sista
3. Who takes out the trash?
   a. Tamara   c. Bu Posma
   b. Sista   d. Galang
4. Who mops the floor?
   a. Galang   C. Bu Posma
   b. Sista   d. Tamara
5. Which of these things are not usually found in the bathroom?
   a. Tooth brush   c. car
   b. Soap   d. shampoo
6. If we tired, we usually go to…
   a. Bedroom   c. classroom
   b. Kitchen   d. garage
7.

What picture is this?

   a. Bowl   c. car
   b. Knife   d. lawn moner

8. Don't stand _____ the television. I can't see!
   a. In front of   c. above
   b. In   d. at
9. The phone is _____ the table
   a. On   c. under
   b. In   d. at
10. Lala goes to school _____ 06.30 everyday
    a. At   c. above
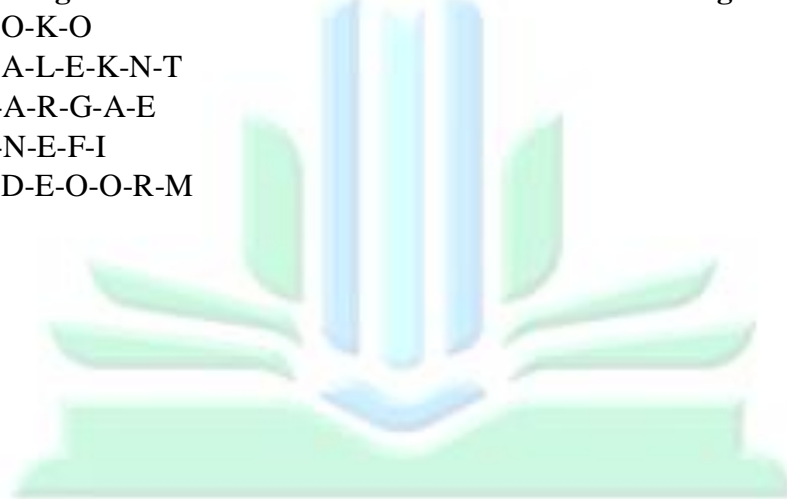   b. In   d. on
11. Ahmad is_____ Malaysia
    a. In   c. under
    b. On   d. at

12. She was listening to classical music____the radio
    a. In   c. on
    b. At   d. beside

13. She has a office____the river
    a. On   c. in
    b. In front of   d. at

14. You can find ____in the garage
    a. Pillow   c. lawn moner
    b. Bowl   d. book

15. My grandfather always drink___every morning in the livingroom
    a. Coffe   C. Noodle
    b. Rice   d. Apple

Arrange the letters below toform a correct and meaningful word
16. B-O-K-O
17. B-A-L-E-K-N-T
18. G-A-R-G-A-E
19. K-N-E-F-I
20. B-D-E-O-O-R-M

Name :

Nis :

Answer the questions below by choosing a, b, c, or d!

1. Pay attention to the picture bellow!

In the picture above, what is the function of the object?

a. To boil the water   c. bake the bread
b. Frying the creakers   d. cook the rice

Text for Number 2-5

Ahnaf's Sunday Activities

Ahnaf gets up at 05.00 a.m. he make his bed and prays. At 05.15 he take sports for an hour. He take a shower and dresses up, then he has a breakfast with his parent at 06.30 a.m. after that, he works in garden, he likes gardening so much. Then he usually waches TV in the livingroom with his father.

2. How long does he take sport?
   a. One hour   c. five hour
   b. Fifteen minutes   d. ten minutes
3. Does he like fishing?
   a. Yes, he is   c. Yes, he does
   b. No, he is not   d. No, he does not
4. What does he do at 05.15?
   a. Take a bath   c. Take a sport
   b. Has a breakfast   d. Dress up
5. Ahnaf usually get up at?
   a. 05.00 am   c. 05.15 am
   b. 06.30 am   d. 05.00 pm

6. Where we usually watch the TV?
   a. Bathroom   c. Bedroom
   b. Kitchen   d. Livingroom

7. When we used the tools on the side?

   a. Take a bath   c. Lunch
   b. Breakfast   d. Gardening

8. Don't stand ___ the television. I can't see!
   a. In front of   c. above
   b. On   d. at

9. My father is a police. He works…the morning
   a. In   c. beside
   b. On   d. at

10. I will start the meeting… 2 o'clock
    a. At   c. in front of
    b. On   d. in

11. My little brother always goes cycling… the weekend
    a. On   c. At
    b. At   d. In

12. We use layered jacked…winter
    a. On   c. In
    b. At   d. On

13. You can sit … that chair. Nobody is sitting there
    a. On   c. in front of
    b. At   d. in

14. What picture is this?
    a. Blanket   c. Lawn mower
    b. Ladder   d. Knife

15. Ms. Hani always…every morning in the kitchen
    a. Gardening   c. Cooking
    b. Fishing   d. Driving

Arrange the letters below to form a correct and meaningful word

16. B-L-N-A-E-K-T
17. B-O-K-O
18. G-A-A-R-E-G
19. B-D-E-O-O-R-M
20. K-N-F-I-E

Name :
NIS :

Answer the questions below by choosing a, b, c, or d!

1. Pay attention to the picture bellow!

In the picture beside, wht is the function of the object?

a. To boil the water
b. Cook the rice
c. To take a bath
d. Frying the creakers

Text for Number 2-5

My name is Ida. I am 16 years old, I have one brother and one sister. Everyday I go to school with my brother, Before go to the school we always have a breakfast together in the diningroom after that, I always prepare our lunch box in the kitchen and my brother prepare the motorcycle in the garage. Then, we go to school by motorcycle because our house is far from the school. Usually we driving the motorcycle around 25 minutes. Classes start at 07.00 am so we have to get up early every morning.
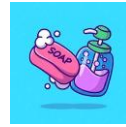
2. How long does it take ida to go to school?
   a. 10 minutes   c. 30 minutes
   b. 20 minutes   d. 25 minutes
3. Does ida always go to school late?
   a. Yes, she is   c. Yes, she does
   b. No, she is not   d. No, she does not
4. Where is Ida's brother prepared the motorcycle before go to the school?
   a. Bedroom   c. Diningroom
   b. Kithen   d. Garage
5. Ida with her brother go to school using..?
   a. Train   c. Bicycle
   b. Motorcycle   d. Pedicab
6. Every morning Lisa brushes her teeth using a toothbrush.

In the picture below, which one is the toothbrush?

a.

c.

b.

d.

7. Father wants to keep his motorcycle. So, he have to put it in the…
   a. Garage
   c Diningroom
   b. Bedroom
   d. Livingroom

8. My old sister is a teacher. she works…the morning
   a. On
   c. At
   b. In
   d. In front of

9.

Don't stand _____ the television. I can't see!
   a. In front of
   c. above
   b. In
   d. at

10. My little brother always goes cycling… the weekend
   c. On
   c. At
   d. At
   d. In

11. Mr. Ferdi go fishing … Sunday
   a. In
   c. On
   b. At
   d. In

12. Jakarta is … Indonesia
   a. On
   c. Beside
   b. At
   d. In

13. I'll meet you … the station
   a. On
   c. beside
   b. At
   d. In

14.

What place is this?
   a. House
   c. Diningroom
   b. Livingroom
   d. Garage

15. You can find … in the garage
   a. Frying pan
   c. Lamp
   b. Blanket
   d. Lawn Mower

Arrange the letters below to form a correct and meaningful word
16. L-A-N-W-O-M-N-R-E
17. B-I-L-Y-C-E-C
18. T-E-P-H-N-0-L-E
19. C-A-R
20. F-Y-I-G-N-R-A-N-P

Appendix 12

STUDENTS' WORK

Name : Mohammad Haris Akbar

Nis   : 18

Answer the questions below by choosing a, b, c, or d!

1. Ms. Nana fried the fish using frying pan.
   In the picture below, which one is the fryingpan?
   a.

   b.

   c.

   d.

Look at the picture and answer the following question!

The Rahmansyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sinta sweeps and mops the floor and Galang takes out the trash. Each of them take turns to wash the dishes every night. Ibu Posma cooks everyday. While she cooks, Ara usually plays with her toys. When she finishes playing,

she puts away the toys. Pak Rahmansyah does the laundry every other day. He cleans the windows and the furniture every Saturday. The Rahmansyahs are busy every day

2. Based on the picture above, who cleans the window?
   a. Galang
   b. Tamara
   c. Pak Rahmansyah
   d. sista

3. Who takes out the trash?
   a. Tamara
   b. Sista
   c. Bu Posma
   d. Galang

4. Who mops the floor?
   a. Galang
   b. Sista
   C. Bu Posma
   d. Tamara

5. Which of these things are not usually found in the bathroom?
   a. Tooth brush
   b. Soap
   c. car
   d. shampoo

6. If we tired, we usually go to…
   a. Bedroom
   b. Kitchen
   c. classroom
   d. garage

7.

   What picture is this?
   a. Bowl
   b. Knife
   c. car
   d. lawn moner

8. Don't stand _____ the television. I can't see!
   a. In front of
   b. In
   c. above
   d. at

9. The phone is _____ the table
   a. On
   b. In
   c. under
   d. at

10. Lala goes to school _____ 06.30 everyday
    a. At
    b. In
    c. above
    d. on

11. Ahmad is _____ Malaysia
    a. In
    b. On
    c. under
    d. at

12. She was listening to classical music ___ the radio
    a. In
    b. At
    c. on
    d. beside

13. She has a office___the river

   ~~a.~~ On   c. in

   b. In front of   d. at

14. You can find _____in the garage

   a. Pillow   ~~c.~~ lawn moner

   b. Bowl   d. book

15. My grandfather always drink___every morning in the livingroom

   ~~a.~~ Coffe   C. Noodle

   b. Rice   d. Apple

Arrange the letters below toform a correct and meaningful word

16. B-O-K-O c BOOK

17. B-A-L-E-K-N-T= BALEKNT

18. G-A-R-G-A-E= GARGAE

19. K-N-E-F-I = KNIFE

20. B-D-E-O-O-R-M = BEDROOM

Name : Naura asyisifa' salma

Nis : 20

Answer the questions below by choosing a, b, c, or d!

1. Pay attention to the picture bellow!

In the picture above, what is the function of the object?

a. To boil the water c. bake the bread
b. Frying the creakers d. cook the rice

Text for Number 2-5

Ahnaf's Sunday Activities

Ahnaf gets up at 05.00 a.m. he make his bed and prays. At 05.15 he take sports for an hour. He take a shower and dresses up, then he has a breakfast with his parent at 06.30 a.m. after that, he works in garden, he likes gardening so much. Then he usually waches TV in the livingroom with his father.

2. How long does he take sport?
   a. One hour c. five hour
   b. Fifteen minutes d. ten minutes
3. Does he like fishing?
   a. Yes, he is c. Yes, he does
   b. No, he is not d. No, he does not
4. What does he do at 05.15?
   a. Take a bath c. Take a sport
   b. Has a breakfast d. Dress up
5. Ahnaf usually get up at?
   a. 05.00 am c. 05.15 am
   b. 06.30 am d. 05.00 pm

6. Where we usually watch the TV?
   a. Bathroom
   b. Kitchen
   c. Bedroom
   ~~d.~~ Livingroom

7.

When we used the tools on the side?
   a. Take a bath
   b. Breakfast
   c.
   c. Lunch
   ~~d.~~ Gardening

8. Don't stand ___ the television. I can't see!
   ~~a.~~ In front of
   b. On
   c. above
   d. at

9. My father is a police. He works...the morning
   a. In
   b. On
   c. beside
   ~~d.~~ at

10. I will start the meeting... 2 o'clock
    ~~a.~~ At
    b. On
    c. in front of
    d. in

11. My little brother always goes cycling... the weekend
    ~~a.~~ On
    b. At
    c. At
    d. In

12. We use layered jacked...winter
    a. On
    b. At
    ~~c.~~ In
    d. On

13. You can sit ... that chair. Nobody is sitting there
    ~~a.~~ On
    b. At
    c. in front of
    d. in

14.

What picture is this?
   a. Blanket
   ~~b.~~ Ladder
   c. Lawn mower
   d. Knife

15. Ms. Hani always...every morning in the kitchen
    a. Gardening
    b. Fishing
    ~~c.~~ Cooking
    d. Driving

Arrange the letters below to form a correct and meaningful word

16. B-L-N-A-E-K-T   henblat
17. B-O-K-O   book
18. G-A-A-R-E-G   gaareng
19. B-D-E-O-O-R-M   Bedroom
20. K-N-F-I-E   KNIFE

Name : Siti Nur Haisah

NIS : 26

Answer the questions below by choosing a, b, c, or d!

1. Pay attention to the picture bellow!

In the picture beside, wht is the function of the object?

a. To boil the water
b. Cook the rice
x. To take a bath
d. Frying the creakers

Text for Number 2-5

My name is Ida. I am 16 years old, I have one brother and one sister. Everyday I go to school with my brother, Before go to the school we always have a breakfast together in the diningroom after that, I always prepare our lunch box in the kitchen and my brother prepare the motorcycle in the garage. Then, we go to school by motorcycle because our house is far from the school. Usually we driving the motorcycle around 25 minutes. Classes start at 07.00 am so we have to get up early every morning.

2. How long does it take ida to go to school?
   a. 10 minutes   c. 30 minutes
   b. 20 minutes   x. 25 minutes

3. Does ida always go to school late?
   a. Yes, she is   c. Yes, she does
   b. No, she is not   d. No, she does not

4. Where is Ida's brother prepared the motorcycle before go to the school?
   a. Bedroom   c. Diningroom
   b. Kithen   x. Garage

5. Ida with her brother go to school using..?
   a. Train   x. Bicycle
   b. Motorcycle   d. Pedicab

6. Every morning Lisa brushes her teeth using a toothbrush.
   In the picture below, which one is the toothbrush?

a.

c.

d.

7. Father wants to keep his motorcycle. So, he have to put it in the…
   - a. Garage
   - b. Bedroom
   - c Diningroom
   - d. Livingroom
8. My old sister is a teacher. she works…the morning
   - a. On
   - b. In
   - c. At
   - d. In front of
9.

   Don't stand _____ the television. I can't see!
   - a. In front of
   - b. In
   - c. above
   - d. at

10. My little brother always goes cycling… the weekend
    - a. On
    - b. At
    - c. At
    - d. In
11. Mr. Ferdi go fishing … Sunday
    - a. In
    - b. At
    - c. On
    - d. In
12. Jakarta is … Indonesia
    - a. On
    - b. At
    - c. Beside
    - d. In
13. I'll meet you … the station
    - a. On
    - b. At
    - c. beside
    - d. In
14.

    What place is this?
    - a. House
    - b. Livingroom
    - c. Diningroom
    - d. Garage

15. You can find … in the garage
    - a. Frying pan
    - b. Blanket
    - c. Lamp
    - d. Lawn Mower

Arrange the letters below to form a correct and meaningful word
16. L-A-N-W-O-M-N-R-E Lawnmoner
17. B-I-L-Y-C-E-C Bicycle
18. T-E-P-H-N-0-L-E telephone
19. C-A-R Car
20. F-Y-I-G-N-R-A-N-P —

Name : Putri zahratul zannah

Nis : 23

Answer the questions below by choosing a, b, c, or d!

1. Ms. Nana fried the fish using frying pan.
   In the picture below, which one is the fryingpan?
   a.

   b.

   c.

   d.

Look at the picture and answer the following question!

   The Rahmansyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sinta sweeps and mops the floor and Galang takes out the trash. Each of them take turns to wash the dishes every night. Ibu Posma cooks everyday. While she cooks, Ara usually plays with her toys. When she finishes playing,

she puts away the toys. Pak Rahmansyah does the laundry every other day. He cleans the windows and the furniture every Saturday. The Rahmansyahs are busy every day

2. Based on the picture above, who cleans the window?
   a. Galang   b. Tamara
   c. Pak Rahmansyah d. sista
3. Who takes out the trash?
   a. Tamara   c. Bu Posma
   b. Sista   d. Galang
4. Who mops the floor?
   a. Galang   C. Bu Posma
   b. Sista   d. Tamara
5. Which of these things are not usually found in the bathroom?
   a. Tooth brush   c. car
   b. Soap   d. shampoo
6. If we tired, we usually go to…
   a. Bedroom   c. classroom
   b. Kitchen   d. garage
7.

What picture is this?
   a. Bowl   c. car
   b. Knife   d. lawn moner

8. Don't stand _____ the television. I can't see!
   a. In front of   c. above
   b. In   d. at
9. The phone is _____ the table
   a. On   c. under
   b. In   d. at
10. Lala goes to school _____ 06.30 everyday
    a. At   c. above
    b. In   d. on
11. Ahmad is_____ Malaysia
    a. In   c. under
    b. On   d. at
12. She was listening to classical music___the radio
    a. In   c. on
    b. At   d. beside

13. She has a office ___ the river
    ~~a.~~ On   c. in
    b. In front of   d. at
14. You can find ____ in the garage
    a. Pillow   ~~c.~~ lawn moner
    b. Bowl   d. book
15. My grandfather always drink ___ every morning in the livingroom
    ~~a.~~ Coffe   C. Noodle
    b. Rice   d. Apple

Arrange the letters below toform a correct and meaningful word
16. B-O-K-O Book
~~17.~~ B-A-L-E-K-N-T
18. G-A-R-G-A-E GArage
19. K-N-E-F-I KNIFE
20. B-D-E-O-O-R-M Bedroom

Name : Abdulloh Rof Rofil Ukholdir

Nis : 01

Answer the questions below by choosing a, b, c, or d!

1. Pay attention to the picture bellow!

In the picture above, what is the function of the object?

a. To boil the water ~~ (marked)~~   c. bake the bread
b. Frying the creakers   d. cook the rice

Text for Number 2-5

Ahnaf's Sunday Activities

Ahnaf gets up at 05.00 a.m. he make his bed and prays. At 05.15 he take sports for an hour. He take a shower and dresses up, then he has a breakfast with his parent at 06.30 a.m. after that, he works in garden, he likes gardening so much. Then he usually waches TV in the livingroom with his father.

2. How long does he take sport?
   a. One hour ~~(marked)~~   c. five hour
   b. Fifteen minutes   d. ten minutes

3. Does he like fishing?
   a. Yes, he is   c. Yes, he does
   b. No, he is not   d. No, he does not ~~(marked)~~

4. What does he do at 05.15?
   a. Take a bath   c. Take a sport ~~(marked)~~
   b. Has a breakfast   d. Dress up

5. Ahnaf usually get up at?
   a. 05.00 am ~~(marked)~~   c. 05.15 am
   b. 06.30 am   d. 05.00 pm

6. Where we usually watch the TV?
   a. Bathroom
   b. Kitchen
   c. Bedroom
   ✗ Livingroom

7.

   When we used the tools on the side?
   a. Take a bath
   b. Breakfast
   c.
   c. Lunch
   ✗ Gardening

8. Don't stand ___ the television. I can't see!
   ✗ In front of
   b. On
   c. above
   d. at

9. My father is a police. He works…the morning
   ✗ In
   b. On
   c. beside
   d. at

10. I will start the meeting… 2 o'clock
    ✗ At
    b. On
    c. in front of
    d. in

11. My little brother always goes cycling… the weekend
    ✗ On
    b. At
    c. At
    d. In

12. We use layered jacked…winter
    a. On
    b. At
    c. In
    d. On

13. You can sit … that chair. Nobody is sitting there
    a. On
    b. At
    c. in front of
    ✗ in

14.

    What picture is this?
    a. Blanket
    b. Ladder
    ✗ Lawn mower
    d. Knife

15. Ms. Hani always…every morning in the kitchen
    a. Gardening
    b. Fishing
    ✗ Cooking
    d. Driving

Arrange the letters below to form a correct and meaningful word
16. B-L-N-A-E-K-T
17. B-O-K-O   Book
18. G-A-A-R-E-G   GARAGE
19. B-D-E-O-O-R-M   BEDROOM
20. K-N-F-I-E   KNIFE

Name : Dinda safitri

NIS : 7

Answer the questions below by choosing a, b, c, or d!

1. Pay attention to the picture bellow!

In the picture beside, wht is the function of the object?

a. To boil the water
b. Cook the rice
c. To take a bath *(marked)*
d. Frying the creakers

Text for Number 2-5

My name is Ida. I am 16 years old, I have one brother and one sister. Everyday I go to school with my brother, Before go to the school we always have a breakfast together in the diningroom after that, I always prepare our lunch box in the kitchen and my brother prepare the motorcycle in the garage. Then, we go to school by motorcycle because our house is far from the school. Usually we driving the motorcycle around 25 minutes. Classes start at 07.00 am so we have to get up early every morning.

2. How long does it take ida to go to school?
   a. 10 minutes   c. 30 minutes
   b. 20 minutes   d. 25 minutes *(marked)*

3. Does ida always go to school late?
   a. Yes, she is *(marked)*   c. Yes, she does
   b. No, she is not   d. No, she does not

4. Where is Ida's brother prepared the motorcycle before go to the school?
   a. Bedroom   c. Diningroom
   b. Kithen   d. Garage *(marked)*

5. Ida with her brother go to school using..?
   a. Train   c. Bicycle
   b. Motorcycle *(marked)*   d. Pedicab

6. Every morning Lisa brushes her teeth using a toothbrush.
   In the picture below, which one is the toothbrush?

a.

c.

d.

7. Father wants to keep his motorcycle. So, he have to put it in the…
   - a. Garage
   - b. Bedroom
   - c Diningroom
   - d. Livingroom

8. My old sister is a teacher. she works…the morning
   - a. On
   - b. In
   - c. At
   - d. In front of

9.

   Don't stand _____ the television. I can't see!
   - a. In front of
   - b. In
   - c. above
   - d. at

10. My little brother always goes cycling… the weekend
    - a. On
    - b. At
    - c. At
    - d. In

11. Mr. Ferdi go fishing … Sunday
    - a. In
    - b. At
    - c. On
    - d. In

12. Jakarta is … Indonesia
    - a. On
    - b. At
    - c. Beside
    - d. In

13. I'll meet you … the station
    - a. On
    - b. At
    - c. beside
    - d. In

14.

    What place is this?
    - a. House
    - b. Livingroom
    - c. Diningroom
    - d. Garage

15. You can find … in the garage
    - a. Frying pan
    - b. Blanket
    - c. Lamp
    - d. Lawn Mower

Arrange the letters below to form a correct and meaningful word

16. L-A-N-W-O-M-N-R-E   Lawen
17. B-I-L-Y-C-E-C   Bicycle
18. T-E-P-H-N-0-L-E   Telephon
19. C-A-R   CAR
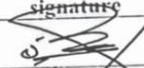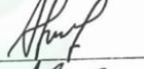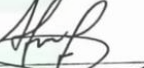20. F-Y-I-G-N-R-A-N-P   Fryung pan

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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 13

RESEACH JOURNAL ACTIVITIES

RESEARCH JOURNAL

Name : Kholifatul Khofifah

Students Number : T20196093

Tittle : The Implementation Of Wall Chart To Improve Students' Vocabulary Mastery in EFL Classroom at Eight Grade MTS Wahis Hasyim Balung

Location : Mts Wahid Hasyim Balung

NO	Day/date	Activity	signature
1	Tuesday, 10th Oktober 2023	The researcher confirm the research permission	
2	Wednesday, 25th Oktober 2021	The researcher interview with English teacher	
3	Wednesday, 25th Oktober 2021	The researcher with eight grade students of MTS Wahid Hasyim Balung	
4	Wednesday, 25th Oktober 2021	Observe the classroom activity in teaching of MTS Wahid Hasyim Balung (cycle 1)	
5	Saturday, 04th November 2023	Observe the classroom activity in teaching of MTS Wahid Hasyim Balung (cycle 2)	
6	Wednesday, 13th November 2023	The researcher asking the letter of research finishing	

Appendix 14

DOCUMENTATION

Figure 1. The Researcher explained about wall chart media

Figure 2. The students create their own wall chart

Figure 3. The researcher share the test paper

Figure 4. Wall chart media

Figure 5. The students discuss with group

Figure 6. Students' activities by attaching the picture according their part

Appendix 15

RESEARCHERS BIODATA

PERSONAL INFORMATION

Name : Kholifatul Khofifah

Nim : T20196093

Place and Date Of Birth : Jember, March 29th 2000

Gender : Female

Address : Sahara Street, Kertonegoro, Jenggawah-Jember

Faculty : Tarbiyah and Teaher Training

Program : English Education Study Program

E-Mail Address : kholifatulkhofifah29@gmail.com

Educational Background

2006-2012 : SDN Kertonegoro 01

2012-2015 : SMPN 02 Jenggawah

2015-2018 : MAN 02 Jember

2019-2024 : State Islamic University of Kiai Haji Achmad

Siddiq Jember