

**THE USE OF WALL CHARTS MEDIA
IN TEACHING VOCABULARY
AT SECOND GRADE OF MTs NURUL ALI JEMBER
IN THE ACADEMIC YEAR 2023/2024**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
to fulfillment of requirements for the degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department



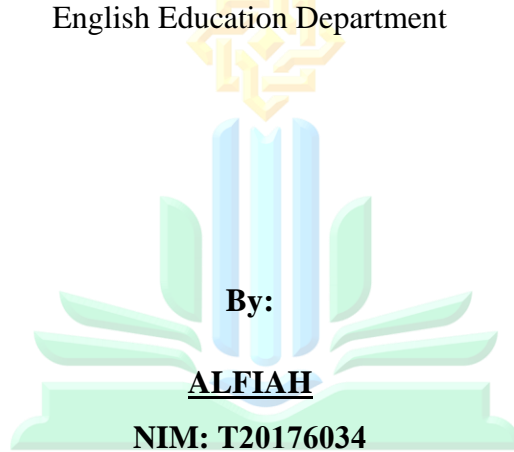
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FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTEMENT
JUNE 2024**

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THESIS

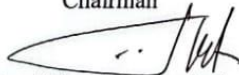
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Day: Thursday

Date: 13th of June, 2024

The Board of Examiners

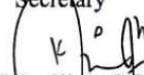
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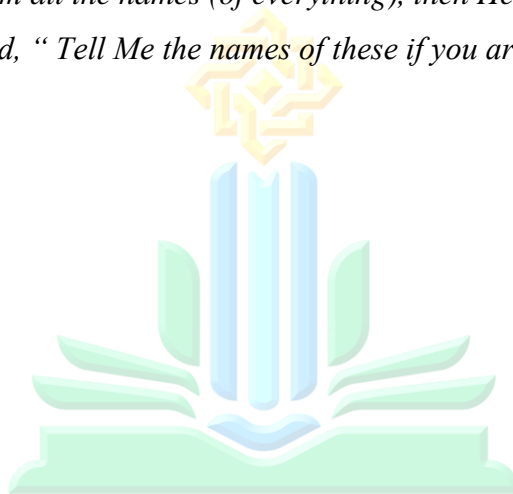
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MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

*“ And He taught Adam all the names (of everything), then He showed them to the angels and said, “ Tell Me the names of these if you are truthful.” **



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*Muhammad Muhsin Khan and Muhammad Taqi-Ud-Din al-Hilali. *Interpretation Of The Meaning Of The Noble Quran In The English Language*. Darussalam: global leader in islamic book

DEDICATION

I proudly dedicated this thesis for:

1. My beloved father and mother as my role in life. Big thanks to Mr. Jamaludin as my beloved father and Mrs. Siti Maryam as my beloved mother for their support, motivation, love, and prayer for me to finish this thesis.
2. My beloved brother, Saifudin who always keep me and give support, attention and prayer for me.
3. For all big family of my class (Brilliant Class), my organization (ESA-English Student Association, IMSABA-Ikatan Mahasiswa Santri Bulugading, and all my friend that i can't mention. Thanks for all support and experience, you all make my day in university so colorful.



ACKNOWLEDGEMENT



Firstly, thanks and all praises due to Allah SWT for giving me blessing, mercy, health, opportunity, and inspiration to finish my thesis. Secondly, Sholawat and Salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

The reasearcher realized that this thesis would not finish without help and guidance from other people. Therefore, I would like to express the greatest gratitude to following people:

1. The Excellency, Prof. Dr. H. Hepni, S.Ag.,M.M.,CPEM. as a Rector of State Islamic University of KH ACHMAD SIDDIQ Jember who has given opportunity for me to study in this institute.
2. Dr. H. Abdul Mu'is, S.Ag.,M.Si as the Dean of the Faculty of Tarbiyah and Teacher Training State Islamic University of KH ACHMAD SIDDIQ Jember who has facilitated me to study in this faculty.
3. Dr. Nuruddin, S.Pd.I., M.Pd.I as the Head of Tarbiyah Department. Thanks for giving permission for the researcher's research.
4. Dewi Nurul Qomariyah, S.S,M.Pd. as the Head of English Education Department who has motivated me to study English.
5. My advisor, Dr. Ninuk Indrayani, M.Pd, who helped me , guided me favorably, and supported me during the writing of this thesis.
6. The lecture of English Department who have given me knowledge.
7. Mr. Halim Firdausi S.Pd.I as the headmaster of MTs Nurul Ali Jember who has allowed the researcher to conduct research in the school and all teachers who have helped her to do this research.
8. Kholisah S.Pd. as the English teacher who has helped the researcher to do research in MTs Nurul Ali Jember.

9. Students of Second grade of MTs Nurul Ali Jember who have willingly contribute their time in this research.

I realize that this thesis is far from being perfect, Therefore, I welcome all the criticism and suggestion. The researcher hopes this thesis will be useful for readers and other researchers who need it.

Jember, 23 May 2024

Alfiah

T20176034



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ABSTRACT

Alfiah, 2024: *The Use of Wall Charts Media in Teaching Vocabulary at Second Grade of MTs Nurul Ali Jember in The Academic Year 2023/2024.*

Keyword: Teaching Vocabulary, Wall Charts Media

Vocabulary is essential since it's one aspect of the linguistic component that important while teaching English. Using media to make vocabulary learning more engaging and enjoyable is one of the many effective ways to apply this difficult but necessary skill. This study focuses on the topic of teaching vocabulary using wall chartsmedia. MTs Nurul Ali Jember is among the institutions that use wall charts as a learning medium that supports the process of teaching vocabulary because the conditions and abilities of the students coordinate with the principles of wall charts media.

This research focuses on: 1) How is the implementation of teaching vocabulary through wall chartsmedia at second grade of MTs Nurul Ali Jember? 2) How is the evaluation of teaching vocabulary through wall charts media at second grade of MTsNurul Ali Jember?

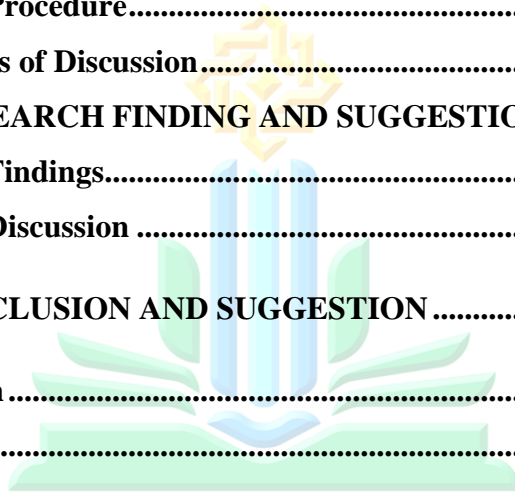
Descriptive research using a qualitative approach was employed in this study. The researcher used words and language to explain the condition and circumstance, which is why this research was classified as qualitative descriptive. When choosing research participants through the use of purposive techniques three data collection techniques were observation, interview, and documentation. The researcher employed Miles Huberman and Saldana's theory, which involves data collection, data condensation, data display, and conclusion drawing, to analyze the collected data. To validate the data, the researcher employed source triangulation and technique triangulation.

The result of this study proved that: 1) The use of wall charts in media teaching: a) has two different goals, general goal that relates to the purpose of the media that make students more interested and enjoy the learning process, and specific goal that relates to the purpose of the material that students find it easier to comprehend the material they have learned, b) the material was applied in the simple present tense with the topic daily habits that was divided into three submaterials: basic vocabulary for V1, how to construct a simple presents tense sentence using the proper structure, and how to consturct affirmative, negative, and introgative sentence, c) the method used is demonstration and discussion, d) the procedure of implementing wall charts media were: the teacher prepare wall charts and explained the material, the students divided into 5-6 groups, and every group analyze and make sentences based on the picture, and the last, group representative write the result of discussion on white board. 2) The evaluation of teaching vocabulary used by teacher is formative evaluation in the form of a written test (multiple choice and essay) and oral test (questions about V1 of simple present tense).

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CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary is essential to improve communication in all its forms. In the process of teaching English, it is one of the linguistic elements that is crucial. According to Igbaria, "students need vocabulary to express the meaning both in receptive productive skills".¹It indicates that students can read, write, listen, and communicate fluently when they have a large enough vocabulary. Without grammar very little can be communicate, without vocabulary nothing can be communicate. The linguist David Wilkins summed up the esential of vocabulary like this.²It means that in order to avoid having difficulty studying English, students need to have a good understanding of grammar and vocabulary. The fundametal ability in English is vocabulary, which also serves as the foundation for learning sentence structure and other language skills including understanding tenses, English grammar, and being able to communicate thoughts, feelings, and opinions. Students will find it easier to practice the structure with a good vocabulary. But, if students lack the vocabulary to use and analyze, then this ability is meaningless.

Allah says in Holy Quran Surah Al Baqarah chapter 1 verse 31:

¹Igbaria, A.K, Teaching English Vocabulary (Jami'a Alqasemi Academy: Academy Collage of Education, 2003), 1

²Scot Thornbury, *How to Teach Vocabulary* (England: Pearson Educational Limited, 2002), 13

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

“ And he taught Adam the names all of them. Then he showed them to the angels and said, inform me of the names of these, if you truthful.”³

In this verse, It is said that knowing the names of items that are connected to vocabulary is the first step in learning a language. After teaching the prophet Adam the names of many objects, Allah SWT instructed him to repeat the name of objects.

Teaching Vocabulary is the process of transferring knowledge to students and helping them acquire new information to use it to daily life.⁴ For example, they are aware of new words related to daily behaviors today. In order to understand the vocabulary or comprehend a text, they will use it frequently in their daily life and repeat it to themselves. Teaching vocabulary involves more than just words, according to Clouston; It also requires learning lexical phrases and English vocabulary, as well as the best methods for teaching and learning.⁵ According to Nurdini and Marlina, vocabulary is the fundamental skill that students must acquire in order to be proficient in those language areas. However, vocabulary is not taught specially when teaching English in a classroom.

As a result, students' language skills are impacted by a lack of word

³Mushaf Standar Indonesia, Departemen Agama (Al-Baqarah:31)

⁴Like Raskova Octaberlina and Ida Fitri Anggraini, “Teaching Vocabulary Through Picture Cards in Islamic Elementary School A Case Study in Nida Suksa School Thailand,” *Journal Pendidikan dan Pembelajaran Dasar*, 13, no 1. (2020): 28

⁵Michael Lessard Clouston, *Teaching Vocabulary* (USA: TESOL International Association, 2013),

knowledge.⁶ Based on the statement above, we can conclude that increasing students' proficiency in English requires teaching vocabulary in the classroom, making it one of the most crucial aspects of language teaching. Therefore, students will acquire the target language more quickly if they have a large enough vocabulary.

There are six steps in teaching vocabulary, according to Marzano. The first step is to explain the new phrase and give a description or example that is understandable for students. Asking students to restate the example or description in their own words is the second step. The third step is to show; ask students to create a flash card, symbol, or other visual aid that illustrates the concept. The fourth step is to discuss, have structured vocabulary discussions with students on a regular basis. Refine and reflect is the fifth step, ask students to go back to their notebooks on occasion to discuss and edit their entries. Applying learning games is the final step. Students should occasionally play games that let them interact with terms.⁷ It can be concluded from the previous explanation that teaching vocabulary needs to be clear, simple, and concentrated on an aspect of the word. Teachers should determine the characteristic of their students, their needs, and how the teacher use simple interesting way in teaching. It is reinforced by McCarthy and Schmitt. They said that there are several factors to take consideration when teaching vocabulary in the classroom, such as the curriculum, the school system, the target words, the

⁶Nurdini, Husna, and Leni Marlina, "Vocabulary Journal as A Learning Tool for Students in Learning Vocabulary Through Reading," *Journal of English Language Teaching* 6, no 1. (2017)

⁷Marzano, *The Steps of Teaching Vocabulary through Picture*, (2004), 28

various student competence levels, and the effective method and teaching strategy.⁸

There are several media and strategies to make teaching vocabulary in English engaging and enjoyable. To help students remember vocabulary more quickly, teachers need to use the appropriate media or strategies. Media play an essential role in teaching and learning process.⁹ Using media in the classroom can facilitate the teacher to deliver the material easily and improve students' comprehension of the lesson being taught. Sukmahidayanti lists seven types of educational media: things itself, picture, course books, boards, OHP, flipcharts, and computer-based technology.¹⁰ Wall chart is one type of visual material that can be used to communicate ideas and information. In this particular case, the teacher use wall charts as media to teach vocabulary.

Wall charts contain visual media; the message is expressed through symbols of visual communication; Additionally, the image draws to attract attention, clarify the presentation of ideas, illustrate or decorate facts.¹¹ According to that claim, wall charts is a type of visual media that

⁸N Schmit and McCarthy, *Vocabulary Description, Acquisition, and Pedagogy* (Cambridge: Cambridge University Press, 1997)

⁹William Hamera and Nur Azmi Rohimajaya, "Using Flash Card as Instructional Media to Enrich the Students Vocabulary Mastery in Learning English," *Journal of English Language Sstudies*, 3, no. 2 (2018): 168

¹⁰Sukmahidayanti, "The Utilization Of Instructional Media in Teaching English To YoungLearners," *Journal of English and Education*, 3, no 2 (2015): 90

¹¹Dewi Juni Artha and Nabila Yasmin, "The Implementation of Presentation Practice Production(PPP) Technique to Improve Students' Speaking Skill by Using Picture Card as a Media," *JurnalRisetIlmu Pendidikan*, 2, no.3 (2022): 199

teachers use in the classroom to get their students engaged, excited, and active in the process of teaching and learning English. Therefore, one of the benefits of teaching vocabulary with wall charts is that children are neither bored or forced to memorize words from textbooks. Additionally, wall chart media can help students learn vocabulary more easily and write sentences, describe things, tell stories and play. Students find it easier to learn and acquire new vocabulary as a result.

Based on the observation and interview with English teacher at MTs Nurul Ali Jember, a lot of students still do not understand learning English. One of the problem is students lack of vocabulary. They have difficulties to translate the English word to Indonesian language. Even with dictionary, they also have difficulties to comprehend the text since English and Indonesian structure's sentence is different. Another reason is that students are afraid to make mistakes for fear that their friends will tease or laugh at them for their faults. This is supported by the researcher's interviews with the English teacher, who revealed that there were three eighth-grade classrooms and that the student with the lowest achievement in English learning were those in class VIII B. The total number of students in class VIII B were 39 students. The students who passed the target score of KKM were still 35% while the minimal mastery level criterion (KKM) at MTs Nurul Ali Jember that must be attained is 75 (seventy-five).¹²

Therefore, the English teacher can use wall charts as a teaching tool to get

¹²Interview with English teacher in MTs Nurul Ali

student more engaged in the classroom when teaching vocabulary. Because second grade are in an intermediate position, or a stable degree of adaptability, the researcher decided to focus her research on this grade level. Additionally, second grade are still in the stage of adjustment, which is a transitory step in the learning process, particularly when it comes to learning English. Because the school is located in a village far from cities, the researcher is interested in using it as the research location. In spite of this, they were able to compete with other establishments by taking part in numerous language competitions. Thus, a wall charts intended to help students in understanding vocabulary acquisition becomes engaging and entertaining.

The explanation above motivates the researcher to find out and explain how wall chart is used to teach vocabulary to students at MTs Nurul Ali Jember. The researcher thinks that using wall charts will help in teaching English, particularly with vocabulary instruction. The researcher decided the research title "**The Use of Wall Charts Media in Teaching Vocabulary at Second Grade of MTs Nurul Ali Jember Academic Year 2023/2024**".

B. Research Question

Based on the background of the study above, the research questions formulated as follows:

1. How is the implementation of teaching vocabulary through wall charts media at second grade of MTs Nurul Ali Jember?

2. How is the evaluation of teaching vocabulary through wall charts media at second grade of MTs Nurul Ali Jember?

C. Research Objective

Based on the research question above, the research objective formulated as follows:

1. To describe the implementation of teaching vocabulary through wall charts media at second grade of MTs Nurul Ali Jember.
2. To describe the evaluation of teaching vocabulary through wall charts media at second grade of MTs Nurul Ali Jember.

D. Research Scope

The scope of this research is focus on investigate the use of wall charts media in teaching vocabulary at MTs Nurul Ali Jember. Based on the tittle, this research attempt to describe the use of wall charts media in teaching vocabulary. Therefore, the scope of this research is wall charts media to support vocabulary learning and the research subject is class VIII (B) MTs Nurul Ali Jember in the academic year 2023/2024.

E. Research Significance

The result of this research is fully expected to give some theoretical and practical knowledge for the following parties:

1. Theoretical Significance

the result of this research is to enrich the understanding of method and knowledge on the use of various strategies in the English teaching

and learning process, especially the use of wall charts media in teaching English vocabulary.

2. Practical Significance

a. English Teacher

This research is expected to give some consideration and information that the use of wall chart media can help English teacher in teaching vocabulary in classroom especially in MTs Nurul Ali Jember.

b. The Researcher

By doing the research, the researcher hope its can be develop the researcher's knowledge and get new experience in this research about using wall charts media in teaching vocabulary.

c. The readers

This research is expected to give some information and as reference of the next researcher who want to conduct the relevant research. And also to provide knowledge about teaching and learning vocabulary.

F. Definition of Key Term

1. Teaching Vocabulary

In this research teaching vocabulary is how the teachers can support their students' learning and comprehension of the material by give them direction and guidance on new information. The teacher

should go over the lesson plans to make sure that there is enough time and attention allocated to vocabulary teaching, student learning, review, and practice. One of a teacher's role is to include vocabulary teaching into the class to acquire students in gaining the breadth and depth of vocabulary knowledge to use it effectively both receptively and productively.

2. Wall Charts Media

Wall charts is one of the media in teaching vocabulary to engage students interested and excited in learning process. By using wall charts, students can stimulate their imagination to acquire new words while also encouraging the development of their idea. The wall charts that are used is ones that the teacher created in line with the English lessons; these wall charts that use the basic present tense to create sentences that relate to everyday routines based on the picture on wall chart. So the students can use wall charts to explain and construct sentences about the picture they have been shown.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

The research about the use of wall charts media in teaching vocabulary is not the first research. There are many other researchers that have done a research about the use of wall charts media in teaching vocabulary. This chapter will discuss the relevant previous research that was written by the other researchers to explain the similarities, the differences and the original idea of this research. The researcher chooses five previous studies that relevant with this study. It can help the researcher look for some references. They are:

First, a thesis written by Sarah Mar'atul Azizah entitled "The Use of Wall Charts to Improve Students' Vocabulary Mastery Grade IV Students of SDN Gambiranom In The Academic Year of 2015/2016" the result of the research showed that the use wall charts was able to improve the students' vocabulary mastery. Based on the qualitative data, the students were able to memorize the vocabulary and the meaning faster than before the action using wall charts media.

Second, a thesis written by Irawati entitled "Improving The Students' Vocabulary Using Word Wall Media In reading Skill at The Second Grade of Junior High School 3 Mallusetasi in Barru (An Pre-Experimental Research" the result showed that there was significant

difference on the students by using word wall media, the media was effective in teaching vocabulary.

Third, an article written by Lilis Patria, Sudarsono, and Eni Rosnija entitled "The Use of Wall Charts As Media to Teach Vocabulary" the result prove that the wall chart was a good medium for learning English vocabulary. Wall chart were functional to make the students more active in teaching and learning activities.

Fourth, an article written by Septian Maharani, Gunarso Susilohadi, and A. Handoko Pudjobroto entitled "Improving Students' Vocabulary Mastery Through The Use of Wall Charts In Elementary Students" prove there was improvement of the students' vocabulary mastery before and after research. Wall charts are able to improve students' vocabulary mastery and students' motivation.

Fifth, an article written by Nora Fitria, Samsu Ali, and T.M. Rafsanjani entitled "The Use of Wall Charts In Instruction to Improve The Eighth Grade Students' Vocabulary Mastery (An Experimental Study At SMP Negeri 4 Banda Aceh)" based on the result English teacher especially who teach vocabulary should implement wall charts in teaching and learning process because the implementation of the media can increase the students' vocabulary mastery.

Table 2.1
Similarities and Differences
Preview Research and This Research

No	Name	Title of Research	Similarities	Differences
1.	Sarah Mar'atul Azizah	" <i>The Use of Wall Charts to Improve Students' Vocabulary Mastery at Grade IV Students of SDN Gambiranom In The Academic Year of 2015/2016.</i> "	The previous research and this research applying wall charts as media in teaching.	This research usequalitative as the research design but the previous research use CAR. This research conducted at junior high school while the previous reserach at elementary school.
2.	Irawati	" <i>Improving The Students' Vocabulary Using Word Wall Media In reading Skill at The Second Grade of Junior High School 3 Mallusetasi in Barru (An Pre-Experimental Research)</i> "	The previous research and this research conducted at junior high school.	This research use wall charts as media while the previous research use word wall as media. The previous research use quantitative method while this research use qualitative method.
3.	Lilis Patria, Sudarsono, and Eni Rosnija	" <i>The Use of Wall Charts As Media to Teach Vocabulary</i> "	The previous research and this research applying wall charts as media in teaching. This research and the previous research conducted at junior high school.	The previous research applying CAR as the research design while in this research use qualitative design.
4.	Septian Maharani, Gunarso	" <i>Improving Students' Vocabulary</i> "	The previous research and this research applying	The previous research use CAR and this researchuse qualitative

	Susilohadi, and A. Handoko Pudjobroto	<i>Mastery Through The Use of Wall Charts In Elementary Students”</i>	wall charts as media in teaching.	as the research design. The previous reasearch conducted at Elementary School, The researcher conducted at Junior High School.
5.	Nora Fitria, Samsu Ali, and T.M. Rafsanjani	<i>“The Use of Wall Charts In Instruction to Improve The Eighth Grade Students’ Vocabulary Mastery (An Experimental Study At SMP Negeri 4 Banda Aceh)”</i>	The previous research and this research applying wall charts as media in teaching. Both researcher conducted at Junior High School.	The previous research is an experimental study while this research is qualitative research.

Based on the previous research above, they have some similarities and differences with this research. The similarity of previous study with this research is the researcher focuses on the use of wall charts media in teaching. Meanwhile the differences this research and all the previous researchers are the type of the research. The previous research employed CAR and quantitative method while this research use descriptive qualitative research. The previous research conducted at Elementary School while this research conducted at Junior High School.

B. Theoretical Framework

1. Teaching Vocabulary

a. Definition of Teaching Vocabulary

Clouston defines teaching vocabulary as the process by which teachers increase their students' understanding of words and phrases. By assisting their learning of any various components, they can improve their vocabulary knowledge and usage of English.¹³ According to statement , teaching vocabulary is necessary to improve students' English language proficiency since it is a process for students to require more vocabulary and understanding english skill.

Based on Rohimajaya and Hamera Teaching vocabulary is a process to make students know and familiar with new material that they can use in their daily life.¹⁴For example, they are aware of new terms related to the family vocabulary today. They will use that vocabulary in their daily life, repeat it and make sure they retain it until they can comprehend or fully understand the vocabulary.

Therefore, when teaching vocabulary, teachers need to choose the right teaching materials depend on the needs of the

¹³Michael Lessard Clouston, *Teaching Vocabulary* (USA: TESOL International Association, 2013), 3

¹⁴Welliam Hamera and Nur Azmi Rohimajaya, "Using Flash Card as Instructional Media to Enrich the Students Vocabulary Mastery in Learning English, " *Journal of English Language Sstudies*, 3, no. 2 (2018): 168

students, the curriculum, and the students' own level. There are numerous terms that are used in language learning sessions, particularly while teaching vocabulary. When choosing the kind of vocabulary to teach their children, teachers must be chose the right material.

b. The Goals in Teaching Vocabulary

Based on Clouston there are several goals in teaching vocabulary as follows:¹⁵

- 1) Teaching vocabulary improve students ability to comprehend and interact with other in English.
- 2) Teaching vocabulary help students master English for their purpose.
- 3) Teaching vocabulary aim to improve students' understanding of the definition of particular words.
- 4) Teaching vocabulary is help students develop an ability to interpret unknown word by using context.
- 5) Element in learning to deal with vocabulary is the learning how to find out the meaning of word.

c. Media in Teaching Vocabulary

There are three main types of media that are use to teach vocabulary and aid in learning English: visual media, audio media and audio-visual media.¹⁶

¹⁵Michael Lessard Clouston, *Teaching Vocabulary* (USA: TESOL International Association, 2013), 2-15

1) Visual Media

Based on Abimbade and Salawu visual media is teaching media that primarily use the sense of sight only. Visual media play an important role in learning process, which helps improve students' memory. Additionally, visual media aids can increase students' interest by creating a connection between the material and the outside world. Visual media can take many different forms, such as picture, ppt, flashcard, blackboards, and actual objects.

2) Audio Media

Based on Abimbade and Salawu audio media is used to dictate, vocabulary practice and listening section to give some information. Audio media can be used for vocabulary practice, dictation, direct, and instruction. There are several kinds of audio media such as radio, tape recorder, and laboratory language

3) Audio-Visual Media

According to Abimbade and Salawu audiovisual media are media which provide the learners with opportunity of seeing and hearing at the same time. Audio visual aids may create student interest in teaching learning process. The kinds of Audio-visual media are film, television, and digital video.

¹⁶Abimbade and Salawu, *Preparation, Utilization, and Intergration of Educational Media in the Curriculum* (Nigeria: National Open University of Nigeria, 2013), 18-21

d. Method in Teaching Vocabulary

Munir claims that there are general categories of methods in teaching vocabulary as follow:¹⁷

1) Presentation

In this method, a source tells, dramatizes, or otherwise discarnate information to learners. There is no quick reaction and it is a one-way communication that is controlled by the source.

2) Demonstration

In this type of method, learners view a real or life-like. Demonstrations can be capture and play back media such as video, card, or poster.

3) Discussion

In this method, discussion involves the exchange of idea and opinion among students or student and teacher. It can be used in small or large group.

4) Drill and practice

Learners are guided through a series of practice exercises in drill and practice to improve fluency in a new skill or to refresh an existing one. Feedback should be include in the drill and

¹⁷FathulMunir, "TheEffectivenessof Teaching Vocabulary by Using CartoonFilmtowardVocabulary Mastery of EFL Students," *Journal of English Language Teaching and Linguistics* 1,no1 (2016): 13–37.

practice sessions for maximum effectiveness. This will help learners correct any mistakes they may have made and reinforce correct responses.

e. Evaluation of Teaching Vocabulary

One of the essential procedure and component that teacher must complete in order to assess how well students are learning is evaluation. Teachers can use the data as input (feedback) to modify and improve their lesson plan and teaching method.¹⁸ Evaluation of teaching vocabulary refer to how the teacher determine how far the process of a student vocabulary learning activity has been achieved, how the achievement differs from a certain standard to find out whether there is a difference between the two, namely the development of students' vocabulary mastery, and how the benefits have been carried out in teaching vocabulary through picture card media when compared with the expectation to be obtained.

1) The kinds of Evaluation

There are two types of evaluation: summative and formative evaluation. Since formative evaluation is the focus of this study, the researcher will explain more detail about it. Additionally, teacher evaluate their students following each topic discussion to ensure they have learn the material.

¹⁸Zainal Arifin, Evaluasi Pembelajaran, (Bandung: PT Rosdakarya, 2017), 6

a) Formative evaluation

Formative evaluation is one such test given to students after they finish one or two learning module.

b) Summative evaluation

Summative evaluation is one kind of assessment that focuses on collection data of information about learning carried out over a period of time particular or at the end of a unit of study.¹⁹

2) Techniques of Evaluation

There are two categories of techniques evaluation, such a test techniques and non test techniques.

a) Test techniques

Based on Arifin claim that measuring tools in assessing development and progress of student learning, when viewed from its form, Test evaluation techniques can be divided into two categories , namely objective form test and essay form test.²⁰

(1) Objective test

According to Arifin, the purpose of objective tet is to assess mentally taxing but not highly developed skills like remembering, knowing, and paying attention.

Specifically, the test objective consists of:

¹⁹Mansyuretal, *Asesmen Pembelajaran di Sekolah* (Yogyakarta: Pustaka Pelajar, 2015), 14-15

²⁰Zainal Arifin, *Evaluasi Pembelajaran*, (Bandung: PT Rosdakarya, 2017), 153

- (a) Objective test in the form of short answer and complete questions (Completion)
- (b) An objective test in the form of true-false questions (True-False, Yes-No)
- (c) The objective test in the form of matching questions.
- (d) Objective test in the form multiple choice question (Multiple-Choice)

(2) Oral test

Oral test are test that require answer from learners in the form of verbally. The students will give the answers in their own words according to the question or order provided. Here are some possible formats for oral

exams: *First*, a teacher assesses a learner. *Second*, a teacher assesses a group of learner. *Third*, a group of teacher assess a learner. *Fourth*, a group of teachers assesses a group of learner.

(3) Performance test

Performance test ask question to the learner in the form of behavior, action, or deed. Additionally, a performance test is a type of assessment in which students are required to carry out particular tasks under the guidance of an examiner who will observe their

performance and make decisions about the quality of learning outcomes demonstrated. The students act in accordance with what is instructed and asked.

b) Non test techniques

Non-test techniques are methods of measuring student learning outcomes that are not measured by tool measure test. Based on Arifin as for the various non-test technical instrument can be used include:²¹

(1) Observation

One method of evaluating non-test types is observation, which involve systematic, logical, objective, and rational observation and recording of diverse phenomena in real-world and artificial contexts in order to accomplish specific objective. The process and result of student learning can be evaluated by observation in the evaluation of learning. For example, participant behavior during study session, class discussion, assignment completion, and other activities can be observed.

(2) Interview

The interview is a form of non-test type evaluation tool conduct through conversation and question and

²¹Zainal Arifin, Evaluasi Pembelajaran, (Bandung: PT Rosdakarya, 2017), 182-189

answer, either directly or indirectly with student. Direct interview is interview conducted directly between the teacher with student without through intermediaries. While the indirect interview means the interviewer or the teacher asks something to student through an intermediary person or media.

(3) Attitude scale

Attitude is a behavioral tendency to do something in certain way, method, techniques and pattern to the world around them, whether in the form of people or in the form of certain object. Three aspects of attitude need to be taken into account while measuring attitudes, and they are as follows:

- (a) Cognition, which is connected to students' object-knowledge.
- (b) Affection, specifically in reference to how student feel about various object.
- (c) Conotation, related to the behavioral tendencies of students against object.

3) Vocabulary Evaluation

Vocabulary evaluation seems straightforward because word list is readily available to provide a basis for selecting a set of

words to be tested. Based on John Read, there is a range of well-known item types that are convenient to use for vocabulary testing.²² According to the kinds of the vocabulary assessment, there will be the description of some of those tasks that may be suitable to use in this research as follows:

- a) Multiple choice task, multiple-choice can be use to assess mastery of grammar and vocabulary. For beginners, the exercises can take the form of selecting the best answer from four or five options, marking the response, figuring out whether it's true or false, selecting the letter, and matching.
- b) Completion task, by giving students entire phrases with missing words, the completion can be used for vocabulary examinations. Students can fill in the missing words to make the statement complete.
- c) Translation task, can be used to evaluate students vocabulary by giving them an underlined word equivalent or by having them interpret a text.
- d) Matching task, matching words with similar definitions might be the activity's format, allowing each word to be matched with one other. In order to complete the task, students must first grasp the statement. This can also be

²²John Read, *Assesing Vocabulary* (Cambridge: Cambridge University Press, 2000), 2

accomplished by adding the appropriate word to the blank sentence.

2. Wall Charts Media

a. Definition of Wall Charts

A wall chart, according to Haycraft is a large picture used for introducing new vocabulary placed next to the blackboard or on the board itself. Additionally, wall chart is also for practicing structure, drilling, elaborates dialogue (in social situation) and discussing.²³ However, according to Bowen a wall chart is large card displaying diagram or picture.²⁴

Meanwhile Doff state that wall chart is large sheet of paper or card with writing, picture ordiagrams which the teacher can hold up for the class to see or display on the wall or blackboard used for more extended presentation or practice.²⁵ According Duminy, wall charts are collections of pictures, diagram or graphs, on large sheets of strong paper. The wall charts used by students have great oppurtunities and typically include a range of factual information.²⁶

²³Jhon Haycraft, *An Introduction to English Teaching* (England: Longman Press, 1978), 106

²⁴T Bowen. Et. Al, *The Teacher Development Series: Inside Teaching* (New Hampshire: Heineman, 1994), 13

²⁵Adrian Doff, *Teaching English: A Training Course for Teachers*, Cambridge: Cambridge University Press, 1988, 87.*Development Series: Inside Teaching* (New Hampshire: Heineman, 1994), 13

²⁶P. A. Duminy, *Teaching Practice*, Cape Town: Maskew Miller Longman, 1992, 17

Therefore, it is clear from the previous explanation that wall chart is large sheet of paper containing writing, pictures, or diagram which gives information. Wall chart can be useful to present new vocabulary in the form that suitable to the student's interest. Wall chart is a type of media that motivate students to study actively. The idea behind this is to avoid boring students while they are learning. Students can be very motivate and stimulate by wall chart. Wall chart, on the other hand, are a simple learning tool that teacher and students can use, especially when teaching vocabulary to the class.

b. Characteritic of Wall Charts

Wall chart is one of effective media to facilitate the teaching and learning vocabulary process. Bowen list some factors to choosse a good wall chart, as follows:

1) Appeal

The picture should capture the curiosity and imagination of students.

2) Relevance

The picture should be appropriate for the purpose of the lesson. It must contribute directly to the aim of lesson.

3) Recognition

The significant features of picture should meet the students' prior knowledge and cultural understanding.

4) Size

All of the students in the classroom must be able to clearly see the wall charts due to their size. For group and pair work, the image may be reduced in size.

5) Clarity

The relevant details must be clearly seen. The picture must have the strong outline and contrast in tone and color to avoid ambiguity.²⁷

c. The Procedures of Wall Charts

There are several steps of implementing wall charts media in teaching, according to Haycraft as follows:²⁸

- 1) Take an area of the wall chart and identify some objects-ten at most without writing up anything. Get students to repeat and familiarise themselves with pronunciation
- 2) Point at the objects, and get students to tell you what they are
- 3) Once students are familiar with the vocabulary and can pronounce it, write up the words on the board
- 4) Point at objects again and get students to read the corresponding word from the board
- 5) Rub out the words, point at the object and get students to spell them orally or on the board

²⁷T Bowen. Et. Al, *The Teacher Development Series: Inside Teaching* (New Hampshire: Heineman, 1994), 13

²⁸Jhon Haycraft, *An Introduction to English Teaching* (England: Longman Press, 1978), 50

6) Get students to use the vocabulary they have learnt, to describe part of the wall charts.

d. The Procedure of Using Wall Charts media in teaching vocabulary

There are several steps of implementing wall chart media in teaching vocabulary.

1) Pre Activity

Pre-activities are described as teacher action intended to focus students' attention on the material to be learn and to establish a mentally prepared environment. Like greeting, praying, checking attendance, brainstorming, and conveying learning objective.

2) Core Activity

The core activity involves the teacher divided the students up into groups and let each group to choose picture on the wall chart. This is an example of how the teacher use wall chart media to teach vocabulary in multiple phases. Students then discuss making sentences using the picture in groups.

3) Closing Activity

Closing exercises involve the teacher summarizing the lesson and asking several questions regarding the material that has been explain based on the group's discussion and conclusion.

e. Advantages and Disadvantages of Wall Charts

The advantages of wall charts, according to McCarthy as follows:²⁹

- 1) Simple and affordable to update
- 2) Helping the speaker proceed through the material
- 3) Good for interaction with audience
- 4) Conveying information

Wingenbach also add some advantage of wall chart:

- 1) Quick way for the audience to visualize what you are saying- number, trends, up or down
- 2) Forceful- emphasizes main point
- 3) Convincing-proves a point, see and hear
- 4) More interesting than just talk or print³⁰

Beside the advantage of wall chart, it also has several disadvantage. There are some disadvantage of using wall charts in teaching vocabulary, they are:

- 1) Unsuitable for use in large group
- 2) Anxiety-provoking for facilitator with poor handwriting or poor spelling

²⁹McCarthy, *Vocabulary and Language Teaching*, London: Longman, 1989, 4.

³⁰Wingenbach, G. J. *Advantages and Disadvantages to Graphics*, 2010

- 3) Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.



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J E M B E R

CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

The research approach is a systematic plan and procedure that includes steps from general hypotheses to detailed methods of data collection, analysis, and interpretation data.³¹

The research used a qualitative research approach as methodology. Qualitative research is research aims to comprehend phenomena related to the research subject's experience, including behavior, perception, motivation, action, etc. holistically, using verbal and linguistic descriptions within a specific natural setting, and by applying a variety of natural methods.³²

Descriptive research was the type of research employed in this study since the researcher used language and words to describe the condition and situation. Descriptive research is research directed to provide symptoms, facts, or events systematically and accurately, regarding the characteristics of a particular population or area.³³ According to the statement, this study emphasizes more on meaning, description, circumstances and processes rather than the result of an activity.

³¹John W. Creswell, Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran, (Yogyakarta: Pustaka Pelajar, 2016), 3

³²Lexy J. Moleong, Metode Penelitian Kualitatif Edisi Revisi, (Bandung: PT. Rosdakarya, 2018), 6.

³³Riyanto Yatim, Metodologi Penelitian Pendidikan, (Surabaya: SIC, 2010), 23.

A descriptive qualitative research approach attempts to explain how the use of wall charts media in teaching vocabulary in MTs Nurul Ali Jember during the learning process.

B. Research Location

MTs Nurul Ali Jember which is located at Sumber Bulus, Ledokombo, Jember was the research location. The researcher chose the school as the place of the research because the English teacher once applied the wall charts in process of teaching and learning vocabulary. In the pre observation, it was possible to know the student vocabulary ability at junior high school level. Other reason, the researcher also has got permission from the headmaster to conduct the research in this school and there has not yet been researcher that conducts the research about implementing wall charts media in teaching vocabulary.

C. Research Subject

Research subject is informant who would be employe as data source to report data sources that are relevant to the research focus. The description includes what data you want to obtain, who wants to be an informant or research subject, how the data will be found and captured so that its validity can be guaranteed. The students were selected as the data source for this research using a purposive technique.³⁴ This indicate that the researcher purposefully determined the research sample with certain

³⁴Sugiyono, "Metodologi Penelitian Kuantitatif, Kualitatif dan R&D" (Bandung:CV Alfabeta, 2018), 216.

considerations which the aimed is making the data obtained more representative.

Data is directly from the sources is conducted between the informant and the researcher.

- 1) The English teacher of MTs Nurul Ali Jember
- 2) Second grade students of MTs Nurul Ali Jember

D. Data Collection Technique

The researcher used some techniques in collecting data because in this study is a qualitative approach, then the technique data collection commonly used are explain below:

1. Observation

John W. Creswell define observation as the technique of obtaining open-ended, first-hand information at a research location through people and place observation.³⁵ The purpose of the research is to get data about the use of wall charts media in teaching vocabulary. Furthermore, according to John W. Creswell, there are two categories of observations: participant and non-participant.³⁶

In this research, the researcher observe the second grade at MTs Nurul Ali Jember through non-participant observation. This method involves the researcher observe the person or object under study while the researcher participate in an activity being observed but only

³⁵John creswell, Educational Research, (USA: Pearson Education, 2012), 213

³⁶John creswell, Educational Research, (USA: Pearson Education, 2012), 215

observed the teacher and student activity without teaching or being student in the class.

The data that researcher want to acquire with this observation technique are:

- a. The use of picture wall charts in teaching vocabulary at second grade of MTs Nurul Ali Jember
- b. The evaluation of teaching vocabulary through wall charts media at second grade of MTs Nurul Ali Jember

2. Interview

Interview was when researcher ask one or more participants general, open-ended questions and document their responses. The researcher then transcribes and types the data into a computer file for analysis.³⁷ In this activity the researcher ask a number of questions to the informant related to the title of research.

Based on Sugiono there are type of interview as follows:

- a. Structured interview, used as a data collection technique, if the researcher or data collector already knows for sure what information will be collected.
- b. Semi-structured interview, particularly this interview belongs to the category of in-depth interviews, which have more flexibility in their implementation than structured interviews.

³⁷John creswell, Educational Research, (USA: Pearson Education, 2012), 217

- c. Unstructured interview, is an interview that is free where the researcher without using a structured interview guide systematically and completely for data collection. The interview guide used was only outlines problem to be asked.³⁸

From the explanation above, the researchers used type of semi structured interview. Since the goal of this interview was to identify problems more openly and parties those invited to the interview expressed their opinion. In conducting interview, the researcher would pay attention to what the informant says, record and write it down. This interview also conducted to English teacher and some students at second grade of MTs Nurul Ali Jember.

The data that researcher want to acquire with this interview technique are:

- a. The use of wall charts media in teaching vocabulary at second grade of MTs Nurul Ali Jember
- b. The evaluation of teaching vocabulary through wall charts media at second grade of MTs Nurul Ali Jember

3. Document Review

Document review was a technique for collecting information and data by looking for and finding proof. Documents were the public and private records that qualitative researchers collect regarding a research

³⁸Sugiyono, "Metodologi Penelitian Kuantitatif, Kualitatif dan R&D" (Bandung:CV Alfabeta, 2018), 231

location or research participants. Examples of these records include letters, newspapers, minutes of meeting, and personal journal. These resources contain valuable information in helping researchers understand central phenomena in qualitative studies.³⁹ Documentation in this research was important to obtain the data needed in this research. Additionally, the documentation helped the researcher to attach evidence supporting the research. The data that researcher want to acquire were:

- a. Lesson plan
- b. The wall charts media in teaching vocabulary at second grade of MTs Nurul Ali Jember
- c. Evaluation sheet of teaching vocabulary at second grade of MTs Nurul Ali Jember

E. Data Analysis

The researcher used descriptive qualitative in analyze the data. According to Miles, Huberman, and Saldana, there are four steps to analyze the data for descriptive qualitative research:⁴⁰

1. Data Collection

Three approaches are used for collecting data: documentation, interviews, and observation. All of these types of data have one key aspect in general, the analysis of which depends mainly on the integrative and interpretative skills of the researcher. Interpretation is

³⁹John Creswell, *Educational Research*, (USA: Pearson Education, 2012), 223

⁴⁰Matthew B Miles and A. Michael Huberman, *Qualitative Data Analysis: A Method Sourcebook*, (London: Sage, 2014), 10.

necessary because the data collected is rarely numerical, the data is rich in detail and lengthy.

2. Data Condensation

According to Miles and Huberman, condensation is the process of picking, focusing, simplifying, abstracting, action data from field notes, interviews, transcripts, and various documents. Based on the concept of data condensation, data screening in this study was selected by identify picture card used, the difficulties in learning vocabulary, and the solutions that were used to solve the difficulties in vocabulary. By using data condensation data will be become stronger and more stable. In this study the researchers carried out multiple stages namely:

- a. **Selecting:** In this stage the researcher choose the data needed by the researcher from MTs Nurul Ali Jember and the result of the interview.
- b. **Focusing and Simplifying:** At this point, the researcher reduced the interview data that was obtained.
- c. **Abstracting and Transforming:** In this stage the researcher presented the data analysis to find out the consistency based on data facts and result interview.⁴¹

3. Data Display

The process to simply the data in the form of sentence, description, or table as known as data display. According to Miles, Huberman, and

⁴¹Matthew B. Miles dan A. Michael Huberman, Analisis Data Kualitatif : Buku Sumber tentang Model-model Baru, terj. Tjeczep Rohidi (Jakarta: UI-Press, 2014), 15.

Saldana claims that “The most frequent form of display for qualitative data in the past has been extended text.”⁴² This indicates that data display reduced in the form of patterns. It was helpful in helping the researcher understand the data and establish relationships between phenomena, interpret what happened and what needed to follow up to figure it out the goal of research. In displaying data, the researchers explain the data have been reduced to the form of a sentence.

4. Conclusion Drawing

Conclusions drawing was the last stage of the qualitative data analysis process. Conclusions drawing at the initial stage are stated as still temporary and will be revised if not found strong evidence against subsequent data collection. However, if the conclusions drawing put forward at the initial stage was supported by valid and consistent evidence when the researcher goes back to collect data, then the conclusion that was a credible conclusion.⁴³ The conclusions in this study were based on the data that has been obtained in the field, namely data obtained from MTs Nurul Ali Jember. The researcher got the result and conclusion of the research by identifying and comparing the result of observation data, interview data and document review of the data.

⁴²Matthew B Miles and A. Michael Huberman, *Qualitative Data Analysis: A Method Sourcebook*, (London: Sage, 2014), 18

⁴³Sugiyono, “*Metodologi Penelitian Kuantitatif, Kualitatif dan R&D*” (Bandung:CV Alfabeta, 2018), 217

F. Trustworthiness of The Data

The researcher used source triangulation and technical triangulation to validated the data among several informants chosen by the researcher, field situation, and documentation data. This section was an illustration of the effort to be carried out by researchers to obtain data validity in the field. According to Sugiono, triangulation was interpreted as a data collection technique that was combining various existing data collection techniques and data sources.⁴⁴

In this research, the validity of the data to be used are as follows:

1. Source of Triangulation

Source triangulation was a data validity checking technique obtained from several sources with the same method using the interview method. Verifying data collected from several sources was the process of triangulating sources in order to assess the reliability of the information.

2. Technique of Triangulation

Technique triangulation was a test of the data's validity with using different methods. By comparing the data to the same source using different technique you can assess the data's reliability For example, data obtained from interviews tested for validity using the method observation or documentation.

⁴⁴Sugiyono, "Metodologi Penelitian Kuantitatif, Kualitatif dan R&D" (Bandung:CV Alfabeta, 2018), 241

G. Research Procedure

Research procedure was a part which explain the research implementation plan that will be carried out by the researcher, starting from preliminary research, design development, actual research, and to writing reports.⁴⁵ The procedure in the research described as follows:

1. Pre-field stage

This was the first stage where it determines what must be done before a researcher came to the field of research object. The activities in the pre-field stage were:

a. Developpe research designs

The researcher decides on the following while putting together this plan: the research's title, the reason for the research , the focus of the research, the purpose of the research, the benefit of the research, the subject of the research, and the method to be used.

b. Choosing rearch field

The research field should be selected by the researcher before any research can begin. The reearcher chose MTs Nurul Ali Jember as study field.

c. Permit processing

Before starting any research, the researcher should obtain permission from the State Islamic University KH Achmad Siddiq

⁴⁵Tim penyusun, Pedoman Penulisan Karya Ilmiah, (Jember: IAIN Jember Press, 2020), 48.

(UIN KHAS) Jember via a cover letter, which was submitted with the application for a research permit to MTs Nurul Ali Jember.

d. Assess the state of the field

Upon obtaining permission, the researcher started investigating and evaluating the area to gain a deeper understanding of the context around the research subject and all the variables under investigation, with the ultimate goal of simplifying the process of data collection.

e. Prepare research equipment

When everything was finished, the researcher gets the tools needed for the study before heading out into the field. These tools include making observation sheets, notebooks, papers, and a list of interview questions.

2. Stage of field work

The pre-field stage was the stage that was carried out before conducting the research. The activities in the pre-field stage are:

a. Data collection

The researcher obtained the data using observation, interview, and documentation review.

b. Data processing

Processing data obtained from data collecting with the goal to facilitate data analysis.

c. Data analysis

Once all the data has been gathered, use qualitative analysis techniques to examine the entire dataset by providing a summary of the findings. the analysis's outcome, as reported in the research findings and data exposure

3. Reporting stage

The reporting stage was preparation of research results in the form of a thesis that was consistent with the guidelines applicable to State Islamic University KH Achmad Siddiq (UIN KHAS) Jember.

H. Systematic of Discussion

The results of the research would be organized into five chapters.

This was an explanation of what each chapter includes:

Chapter I was introduction. It include of research tittle, research bakcground, research focus, research objective, research scope, research significant, and definition of key terms.

Chapter II was review of related literature. It include of previous research and theoretical framework.

Chapter III was the research methodology. It include of approach and type of research, place of the research, subject of the research, data collection method, data analysis, data validity, research procedures, and structure of thesis.

Chapter IV was description of research finding and research discussion.

Chapter V was conclusion and suggestion.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explained the research finding and discussion to answer research problem that mentioned in the first chapter. The problem of the research is (1) How is the implementation of teaching vocabulary through wall charts media at second grade of MTs Nurul Ali Jember (2) How is the evaluation of teaching vocabulary through wall charts media at second grade of MTs Nurul Ali Jember.

Findings are data collected from the field, while the discussion is the process of making decisions or conclusions regarding the topic of the research, which is wall charts media. This finding divided into two parts. First, described the implementation of wall charts media in teaching vocabulary at MTs Nurul Ali Jember. Second part, described the evaluation of teaching vocabulary at second grade of MTs Nurul Ali Jember. The findings and discussion are described as follows:

A. Research Findings

1. The Use of Wall Charts Media in Teaching Vocabulary at Second Grade of MTs Nurul Ali Jember Academic Year 2023/2024

The researcher gathered the data through interviews, observation, and document review techniques. The data obtained based on the result of the interviews, observation, and document review. The implementation of wall charts media in teaching vocabulary at second

grade of MTs Nurul Ali Jember has several explanations, including following:

a. The Goal of The Use of Wall Charts Media in Teaching Vocabulary at Second Grade of MTs Nurul Ali Jember

Teaching vocabulary using wall chart media is one of entertaining way to do. In teaching vocabulary, the teacher was planned the goals before starting the learning process. According to the researcher's interview with Mrs Kholisah as the English teacher, the goals of teaching vocabulary through wall chart media are follow:

“The common goal is definitely to make students at the junior level more interested and have fun in participating in English learning, especially in joining my class. Students at the junior level like learning through media like wall charts media. Therefore, I teach vocabulary use wall charts media. Meanwhile, the major goal is to facilitate students to remember and understand the vocabulary learned easily. Wall charts media also makes it easier for students to create sentence for simple present tense based on wall charts. Additionally, wall charts also motivates students to participate more active in class so that they can respond positively to the learning process.”⁴⁶

Additionally, Dinda Aprilia, a student in VIII B, added information stating that:

“I enjoy it when teachers use media to help me understand the lessons or material delivered. Mrs. Kholisah frequently uses wall charts, which are a good way to quickly construct sentences, introduce new vocabulary, and make me more engaged and motivated in the learning process.”⁴⁷

⁴⁶Kholisah, interviewed by writer

⁴⁷Dinda Aprilia, interviewed by writer

According to the interview above, it clearly seen the goal of teaching vocabulary through wall charts media is the students comprehend and remember vocabulary easily. They are also more interested and motivated in the learning process. Additionally, they find it easier to construct and arrange sentences based on the pictures accurately. When the teacher use wall charts media, the students also respond favorably and become more engaged. They feel glad to have fun activities when look at wall charts because they get good motivation and interest in the media.

As the researcher observed in the classroom and in the documents (lesson plans), the goal of teaching vocabulary through wall chart media was also validated. According to the lesson plan about learning objectives in point C, students should be able to:

“a) Students are able to apply the structure and linguistic elements of simple present tense b) Students are able to compose simple present tense sentences c) Students are able to capture the meaning of vocabulary in the sentences that are arranged d) Students are able to remember new vocabulary in sentences.”⁴⁸

Additionally, Mrs. Kholisah added information regarding the following goal for using wall chart as a media in teaching vocabulary:

“The students are always excited and curious when I bring media into the classroom. They become excited about everything that has pictures, including wall charts. However, there are moments when students' focus is also interrupted because they

⁴⁸Document Review, Lesson Plan

*are more focused with the pictures on the wall charts than the material they are learning”.*⁴⁹

According to the interview, the teacher participates well, but they also need to be aware of the specific picture that are used on the wall charts. To avoid disturbing students’ concentration, there should be a balance between the material and the pictures. Instead than using flashy picture, teachers can use pictures that are related to daily routines.

Considering what was observed in the classroom, before beginning the lesson, Mrs. Kholisah led the class by greeting and praying together, checked attendance, and had them brainstorm about the material that would be covered. She then did ice breaking activities by asking the students directly about their vocabulary. Mrs.Kholisah also described the learning goals that will be achieved in simple language, making it easy for children to comprehend the information that was presented. In addition, Mrs. Kholisah provided a clear and sequential explanation of the vocabulary teaching and learning process utilizing wall charts media, which was based on her lesson plan (RPP).⁵⁰

One of the VIII B students, Endang Ayu S, supported the observation above by stating:

“When a teacher use wall charts to teach us in the classroom, it makes us happy and keeps us from getting bored. We also

⁴⁹Kholisah, interviewed by writer

⁵⁰Observation at MTs Nurul Ali Jember

understand instructions to construct sentences based on pictures because we quickly figure out the subject, predicate, and object of the sentence and therefore understand its meaning.”⁵¹

Based on the description of the findings from the interviews, observations, and document review (lesson plans), the researcher draws the following general and specific purpose about the use of wall chart media in teaching vocabulary : the general objective relates to the learning media and makes students feel happier and more interested when learning using wall charts. They also had fun and enjoyed the activity during the learning process.

Meanwhile, the specific objective are as follows: first, students find it easier to comprehend and remember the vocabulary they have learned; second, they are more motivated to participate actively in the class and provide good response to ensure that the learning process runs smoothly; third, students are able construct sentences and compose correctly based on picture on wall charts; fourth, students are able to apply the vocabulary to the sentences that are created and arranged, they become aware of the basic structure to make a sentence of simple present tense.

⁵¹Endang Ayu S, interviewed by writer

b. The Material of The Use of Wall Charts Media in Teaching Vocabulary at Second Grade of MTs Nurul Ali Jember

One of the key components that teachers need to prepare is the learning material. Based on the findings of the researcher's interview with Mrs. Kholisah, an English teacher, the following information was obtained regarding the learning material for teaching vocabulary to second grade students of MTs Nurul Ali Jember using wall charts media:

“The knowledge form in the student book (LKS) and in line with the fundamental competencies is the learning material that needs to be taught to the students. Regarding teaching vocabulary in the English language, wall chart are a useful tool for increasing student participation in the learning process. Additionally, as the first material for the second semester, I used it with the "Simple Present Tense" with the topic of daily habits.”⁵²

According to the study, teaching materials can be found in all learning media that has material that can be used for learning, not just student books (LKS). Such as wall charts media, which is used for simple present-tense material with images related to daily routines.

Additionally, Putri Cintiya Bela, a student in VIII B, gives further clarification:

“Although there are other materials available, at the moment, wall charts are being used to teach us about the simple present tense. We are expected to create and compose many sentences

⁵²Kholisah, Interviewed by writer

*on the simple present tense using the image we choosed on wall charts. Additionally, we identify verb 1 based on the image.*⁵³

As the explanation of the interview above, indicates that the material of the second grade at MTs Nurul Ali Jember is simple present tense and related to the teacher's wall charts about daily habits that are practiced. The teacher used wall charts as a learning media for vocabulary teaching because they assist students in creating simple present tense sentences and encourage student to be active participate in learning process. The material is not only taken from the student book but also from another related to learning media.

Additionally, Mrs. Kholisah, the English teacher at MTs Nurul Ali Jember, stated that the second grade material explained as follow:

*“This simple present tense material covers a number of topics that are taught. The first is fundamental vocabulary, covering verb 1 (go), which is the first verb that is typically used in everyday activities like eat, drink, sleep, wash, and so on. In the second, students can write in the proper structure and construct sentences using the simple present tense. Third, students are able to construct affirmative, negative, and interrogative sentences.”*⁵⁴

The lesson plan strengthens the argument about the material being taught. The following are the contents of the lesson plan at point D with reference to the educational resources:

⁵³Putri Cintiya Bela, interviewed by writer

⁵⁴Kholisah, Interviewed by writer

“1) Basic vocabulary about verb 1 in simple present tense 2) Making sentences about simple present tense 3) Form of sentences in simple present tense”⁵⁵

Thus, when the researcher took observations, the information was further supported. The material that the second grade teacher was teaching was examined by the researcher. Based on the observation. The teacher explain of form verbs 1 such as go, eat, drink, sleep, wash, and so on. Additionally, teachers instruct students in appropriately constructing basic present-tense phrases. They use the images on the wall charts to construct sentence. Subsequently, students learn how to construct affirmative sentence and in addition to writing negative and interrogative sentences in the simple present tense.⁵⁶

The following information from an interview with Dinda Aprilia, a student in VIII B, confirms the observations described above:

“Beginning with the formula for affirmative, negative, and interrogative phrases, we studied the simple present tense. Mrs. Kholisah also told us that we had to use verb 1 and add s/es when creating sentences in the simple present tense. Mrs. Husnul usually provide us wall chart media so we can quickly recognize the verb.”⁵⁷

The vocabulary learning material for second grade students at MTs Nurul Ali Jember is Simple Present Tense, which consists of three points: first, basic vocabulary about the first verb form; second,

⁵⁵Document Review, Leson Plan

⁵⁶Observation at MTs Nurul Ali Jember

⁵⁷Dinda Aprilia, Interviewed by writer

making simple present tense sentences according to the picture on wall chart and write with the correct structure; and third, making simple present tense sentences in affirmative, negative, and interrogative forms. This conclusion is based on the data from interviews, observations, and document reviews. The teacher obtains these resources from the LKS, but occasionally she also used wall charts that correspond to the subject matter being covered in accordance with the curriculum or syllabus.

c. The Method of The Use of Wall Charts Media in Teaching Vocabulary at Second Grade of MTs Nurul Ali Jember

One of the essential components that teachers must prepare is the learning method in order to carry out plans that have been established in the form of actual and practical activities to achieve learning objectives. The method for teaching vocabulary to second grade at MTs Nurul Ali students using wall chart. According to analysis of the researcher's interview with Mrs. Kholisah, an English teacher, the following information was gathered regarding the vocabulary teaching method used wall charts:

“In delivering the material in order to achieve the learning objectives, I use a demonstration method. . I give a lecture or explain the material by displaying media, such as wall charts, so that students can directly respond with their understanding. I repeat the explanation of the material so that students can easily understand it. I occasionally also

*employed the discussion method, which entails forming multiple small groups to collaborate and share ideas.*⁵⁸

One of the students in class VIII B, Endang Ayu S, further supports the statement of the interview findings above, saying:

*“Generally, when Mrs. Kholisah taught, she began by quickly or simply explaining the material, and then, once we understood it, she continued her explanation by having a discussion. Specifically, we were divided into multiple groups to work on assignments that were connected to the material, like creating simple present tense sentences.”*⁵⁹

Based on the explanation of the interview results provided above. The researcher believes that the learning method employed is highly acceptable and in line with the media and materials used, making it easier for students to pick up new vocabulary.

Also, Mrs. Husnul given an explanation:

*“Students are taught the simple present tense by having me demonstrate it to them using wall charts. Once they understand the material, I then explained how to learn through group discussions, in which each group formed choose a different picture on wall charts, and then discuss and share ideas to make multiple simple present tense sentences. After that students write the results of the sentences that have been arranged on the whiteboard and read them out, and the teacher assist students in correct the sentences to add new vocabulary.”*⁶⁰

One of the students in class VIII B, Putri Cintiya Bela, also supports the statement from the interview above, saying as follows:

“Mrs.Kholisah typically used picture to simplify her explanation of the material and repeats it until we

⁵⁸Kholisah, Interviewed by writer

⁵⁹Endang Ayu S, interviewed by writer

⁶⁰Kholisah, Interviewed by writer

understand, after that we move on to discuss and analyze the pictures to create simple present tense sentences by forming several groups, I like group discussions because it makes it easier to share ideas and prevent misunderstandings when creating sentences.”⁶¹

It can be concluded from the findings of the researcher observations and interview data that the method of teaching vocabulary through wall chart media is discussion and demonstration. Where the teacher presents the subject matter to the class in brief and then again until they fully understand it. Subsequently, the teacher divides the class into smaller groups and assigns them the responsibility of creating sentences using the picture that each group was given. The students then write the outcomes of their discussions or the sentence that they have created on the whiteboard. They then read it, and at the end, the teacher correct the students' work and help them acquire new vocabulary.

d. The Procedures of The Use of Wall Charts Media in Teaching Vocabulary at Second Grade of MTs Nurul Ali Jember

Based on interviews with Mrs. Kholisah, one of the English teachers, and researchers, the following is the process of using wall chart media to teach and learn vocabulary to second grade students at MTs Nurul Ali Jember:

“The first thing we need to understand in advance is that there are steps of learning that need to be finished. As an illustration, the first step is to get everything ready for

⁶¹Putri Cintiya Bela, interviewed by writer

learning process. For example, lesson plans, learning materials, media, and so on. And then how do we use it to the classroom. The final step is an evaluation to assess the students understanding of the subject matter of their learning."⁶²

Mrs. Kholisah gave the following details of the vocabulary teaching process at MTs Nurul Ali Jember that uses wall charts media:

*"The process for using wall chart is the same as for learning in general; wall chart media implementation is divided into three stages: pre activities, core activities, and closing activities. The pre activities consist of greeting, prayers, attendance, brainstorming, motivation, and communication of learning objectives. Moreover, the core activities in using wall chart media; 1) I prepared wall charts that were appropriate with the material. 2) Explain the material in a simple way and showed the wall charts to the students. 3) Divided the students into 5-6 groups and let them chose the picture on the wall chart 4) Asked students to analyze the picture 5) Every group discuss together to make sentences based on the pictures 6) Group representatives came forward to write the results of the sentences that were made. 7) After that, students read the sentences they had made together. 8) The teacher assist the sentences and helps students add new vocabulary"*⁶³

As indicated in the explanation of the interview above, Dinda Aprilia, a student in VIII B, was interviewed and provided the following statement:

"As usually, we construct sentence using pictures as a group. In order to create simple present tense sentence based on the picture, the teacher first divides the class into groups and gives us the freedom to choose the picture. The teacher then assists in editing the sentences and adding

⁶²Kholisah, Interviewed by writer

⁶³Kholisah, Interviewed by writer

*new vocabulary, and at the end, Mrs. Kholisah summarizes the content that has been learned.*⁶⁴

According to the previous interview, there are various activities in the teaching-learning process that use wall chart media. Pre-activities include things like greetings, praying, verifying attendance, brainstorming, providing motivation, and conveying the goals of the lesson. The teacher creates wall charts regarding everyday routines, such as go to school, eat lunch, drink tea, sleep, wash hand, etc., for the second core activity. The teacher explained how to construct simple present tense sentences using the picture as a guide. The teacher divided the class into five or six groups after determining that all of the students understand. Each group of four members selects a picture from the wall chart. After that, students have time to construct simple present tense phrases using based on the picture. The teacher then requested group representatives to stand up and write four sentences in the present tense that they had created with their groups. Following that, students read the results of the sentences made and the teacher checks the sentences to help add new vocabulary. The third action is the closing activity, in which the teacher summarizes the lessons learned and students ask and answer questions concerning the subject. The final activity is a prayer together.

Based on the observations in the class, the researcher

⁶⁴Dinda Aprilia, Interviewed by writer

noticed that students paying attention to the teacher when she used wall chart media to describe the flow of learning. The teacher make sure that students must understand about the explanation of make sentences of simple present tense based on picture so that the teaching and learning process runs effectively. Therefore, the process of using wall chart media in teaching vocabulary also strengthened by observation. Overall, the teacher followed through on her interview statement.

The document review (lesson plan) point H in the main activity is also supported the procedure of using wall chart media in teaching vocabulary:

“1)The teacher prepared wall charts. 2) Explain the material in a simple way and showed the wall charts to the students. 3) Divided the students into 5-6 groups and let them chose the picture on the wall chart 4) students analyze the picture 5) Every group discuss together to make sentences based on the pictures. 6) Group representatives came forward to write the results of the sentences that were made. 7) read the sentences together. 8) The teacher assist the sentences and helps students add new vocabulary”

Additionally reinforced by observational data were the findings of an interview conducted with Putri Cintiya, VIII B student, who said as follows:

“Mrs. Kholisah is one of the creative teachers, thus her students are never bored while she is teaching. She often uses media in the classroom. For example, in this lesson, Mrs. Kholisah prepared a wall chart and instructed us to create sentences that matched the picture. Because the picture already had a subject and an object, it made easier for me to understand and avoided confusion among the

other students when creating sentences. Mrs. Kholisah also provided time for questions and answers and reviewed the material that had been covered.”⁶⁵

The procedure for using wall chart media to teach vocabulary is as follows, based on the description of the findings from the interviews, observations, and document reviews above. 1) The teacher prepared wall charts media. 2) The teacher explain the material in a simple way and showed the wall charts to the students. 3) The teacher divided the students into 5-6 groups and let them chose the picture on the wall chart . 4) Students analyze the picture 5) Every group discuss together to make sentences based on the pictures. 6) Group representatives came forward to write the results of the sentences that were made. 7) Read the sentences together. 8) The teacher assist the sentences and helps students add new vocabulary.

2. The Evaluation of Teaching Vocabulary at Second Grade of MTs Nurul Ali Jember

The researcher collecting data regarding the effectiveness of teaching vocabulary to second grade students at MTs Nurul Ali Jember using wall chart media during the academic year 2022/2023 based on the findings of observations and interviews. The following are the interviews that researchers conducted:

“After the lesson is over, I usually conduct the evaluation activities. Written tests are typically used, but occasionally I also use oral

⁶⁵Putri Cintiya Bela, Interviewed by writer

test. I offer homework in the simple present tense, for instance, based on the subject that has been mastered. The questions are often multiple choice and essay in format, and I usually get them from the LKS. In addition, though, I occasionally apply oral evaluation techniques, such as memorization of vocabulary, which I accomplish when I take attendance one person at a time and each name that is called mention vocabulary related to common verbs or general principles (simple present tense).’’⁶⁶

According to the interview above, the teacher conducts an evaluation after the teaching and learning process is done. The teacher takes the questions for evaluation from the textbook (LKS). Occasionally, the teacher will also conduct oral test, when students are absent one at a time at the start of the lesson mention new vocabulary.

Student VIII B Putri Cintiya Bela, provided an additional explanation, saying as follows:

“Typically, Mrs. Kholisah evaluates us orally at the beginning of learning by asking new vocabulary regarding the subject that has been studied, as well as about objects in the environment and things that we use. This is in addition to the test questions from LKS. ’’⁶⁷

Furthermore, Mrs. Kholisah, MTs Nurul Ali Jember's English teacher, said the following:

“If the teacher completes an evaluation following the end of the learning process, the learning process might be considered successful. I am evaluating students in order to determine how much they have learned the subject they have been taught. Through this process, I will be able to determine which students have truly comprehended the material and which have not. Additionally, I can determine how much of efficiency of the media, method, or strategies I have used in my teaching. If it doesn't work, I'll build something different for the next to develop students' understanding.”

⁶⁶Kholisah, Interviewed by researcher

⁶⁷Putri Cintiya Bela, Interviewed by researcher

It can be conclude that evaluation is essential for both teachers and students following the learning process. In order for teachers to figure out whether their students comprehend the topic, evaluation is crucial. In order to make sure that students pay attention through the learning process and comprehend the material, the teacher prepares appropriate questions based on the subject that has been learned. This allows the students to answer the questions after the learning process.

The document (lesson plan) in point I supported the evaluation of vocabulary teaching using wall chart. Additionally strengthened by the researcher's observation from MTs Nurul Jember's second grade as well as by the student's statement, Endang Ayu S said:

“After the learning process is complete, Mrs. Kholisah conducts the evaluation as typical. The multiple-choice and essay evaluation questions are from the LKS. However, on occasion, Mrs. Kholisah also provides oral evaluations, which happen when we are initially asked about unfamiliar vocabulary.”⁶⁸

It can be concluded from the findings of the observations, document reviews, and interviews that the evaluation of vocabulary teaching using wall chart media is a formative evaluation that consists of written and oral test. Worksheets for students are used as written assessments (LKS). During oral exams, the teacher calls on each student individually after instructing them to memorize the vocabulary, and ask the students to mention the new it.

⁶⁸Endang Ayu S, Interviewed by researcher

B. Research Discussion

At this point, the data that was previously displayed as a data presentation is described by the researcher based on information that was gathered from the field. The following information is thoroughly examined and connected to the theory that supports how the study's problem was formulated. The discussion proceeds as follows:

1. The Use of Wall Charts Media in Teaching Vocabulary at Second Grade of MTs Nurul Ali Jember

There are a number of findings in the field regarding the use of wall chart media for vocabulary teaching in second grade at MTs Nurul Ali Jember, based on the presentation of research data through observation, interviews, documentation, and analysis that has been conducted, as well as based on the focus of the problem that has been formulated.

Teachers can utilize media as a visible tool to help students achieved learning objectives and as a means of putting instructions into practice. It can be simpler for teachers to present material throughout the teaching and learning process and for students to comprehend the lessons being taught when vocabulary is taught using wall chart media. Researchers believe that a lot of students are interested in wall charts, thus wall chart media can be a very useful tool to use. Students can develop their thoughts and learn new language by using wall charts.

The statement above supported by Suyanto, an expert in the field, said that using media in the teaching and learning process is crucial since it enhances the quality of teaching and learning for both teachers and students, particularly when it comes to teaching.⁶⁹ Furthermore, according to Naz and Akbar stated that from a teaching and learning standpoint, media is a means of transmitting or conveying a message to the learners in order to achieve the intended instruction.⁷⁰

It indicated that media is essential tool in teaching and learning process, especially to help students comprehend material easily. The teacher has identified numerous important points in the process of teaching vocabulary in the second grade at MTs Nurul Ali Jember through the use of wall chart media:

a. The Goal of The Use of Wall Charts Media in Teaching Vocabulary at Second Grade of MTs Nurul Ali Jember

To assist students in their learning process is the goal of vocabulary learning for teachers. If students are able to comprehend the subject they are studying, this goal can be accomplished. Success in achieving the learning objectives is depending upon students' ability to comprehend the material. One of interesting and enjoyable methods that teachers use as one of the strategies in learning activities is vocabulary learning with wall chart media. in order for students to take pleasure in learning and comprehend the material

⁶⁹Kasihani K.E Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), 101

⁷⁰Akhtar Naz and Ali Akbar, "Use of Media for Effective Instruction its Importance: Some Consideration", *Journal of Elementary Education*, 18 (1-2), 35

with ease. According to Clouston, teaching vocabulary aids in improving students' comprehension and communication skills in the language, helps them become proficient in the language for their intended use, and aims to increase students' vocabulary by teaching them the definitions of specific words and how to use context to deduce the meanings of unknown words. Finding the definitions of words is a crucial component of learning vocabulary.⁷¹ Asyhar also stated that learning media is anything that may convey information from a source in a planned way, creating an environment that is favorable to learning and helping the recipient to complete the process of learning effectively and efficiently.⁷²

Wall charts media can be helpful in the learning process for a number of reasons. The advantages include: wall chart facilitate easier comprehension of the subject matter, boost motivation among students, and make studying engaging. Wall charts, on the other hand, can cause students to lose focus because they are more focused on the captivating pictures than the content. Overall though, the students were able to translate the words, create English sentences using the wall charts, and comprehend the basic present tense sentence structure. Students might take pleasure in their learning. This indicates that students may accomplish the learning objectives.

⁷¹Michael Lessard Clouston, *Teaching Vocabulary* (USA: TESOL International Association, 2013), 2-15

⁷²Asyhar, Rayandra, *Kreatif Mengembangkan Media Pembelajaran* (Jakarta: Refereni Jakarta, 2012), 8

Most of them comprehend the material regarding the simple present tense. According to H. Daryanto learning goals are goals that describe the knowledge, abilities, skills, and attitudes that students must have as a result of learning outcomes expressed in the form of behavior that can be observed and measured.⁷³

b. The Material of The Use of Wall Charts Media in Teaching Vocabulary at Second Grade of MTs Nurul Ali Jember

Material refers to all of the educational resources or information that students must understand in order to achieve the competency requirements outlined in the learning lesson plan (RPP) during the teaching and learning process. This is consistent with the explanation provided by Syaiful Bahri Djamarah et al., who state that the content that will be covered during the learning process is called learning material.⁷⁴

The teacher taught vocabulary to second grade students at MTs Nurul Ali Jember using the material "Simple present tense" with the topic daily habits. The teacher gave an explanation of the lessons which include fundamental vocabulary about verb 1 for daily habit. The material is about the structure of simple present tense and the students asked to make sentences about simple present tense.

c. The Method of The Use of Wall Charts Media in Teaching Vocabulary at Second Grade of MTs Nurul Ali Jember

⁷³H. Daryanto, *Evaluasi Pendidikan* (Jakarta: Rineka Cipta, 2005), 58

⁷⁴Syaiful Bahri Djamarah, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2006), 43

The method is a conceptual framework that guides learning planners and explains systematic procedures for establishing learning systems to achieve learning objectives. This is consistent with Sani's explanation that learning method is the operational steps of the learning strategy selected to accomplish learning objectives.⁷⁵

The teacher taught vocabulary through wall charts media by using demonstration and discussion method in second grade student of MTs Nurul Ali Jember. Specifically, the teacher used wall charts to explain the material. After that, the students work in small groups to discuss and share ideas in order to correctly construct basic present tense sentences using the picture on the wall charts they have been chose. This related to statement of Munir, who said that there are four ways to teach vocabulary: presentation, demonstration, discussion, and drill and practise.⁷⁶

- d. The Procedure of The Use of Wall Charts Media in Teaching Vocabulary at Second Grade of MTs Nurul Ali Jember

In general, the teacher followed the English teacher's lesson plan when teaching in the class. The pre activities at MTs Nurul Ali Jember , according to the findings of research activities conducted there, include: greeting, praying, verifying attendance, brainstorming, motivation, and setting learning objectives. In core

⁷⁵Ridwan Abdullah Sani, *Strategi Belajar Mengajar* (Depok: Rajawali pers, 2019), 158

⁷⁶FathulMunir, "The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students," *Journal of English Language Teaching and Linguistics* 1,no1 (2016): 13–37.

activity, the teacher prepared wall charts media related to the material, the teacher explained how to construct simple present tense sentences using the picture as a guide. The teacher divided the class into five or six groups after determining that all of the students understand. Each group of four members selects a picture from the wall chart. After that, students have time to construct simple present tense phrases based on the picture. The teacher then requested group representatives to stand up and write four sentences in the present tense that they had created with their groups. Following that, students read the results of the sentences made and the teacher checks the sentences to help add new vocabulary. The last is closing activity, the teacher asked students' difficulties and then summarize the lesson.

The procedures that have been implemented at MTs Nurul Ali Jember are the same as the theory that mentions the steps of wall charts media: 1) The teacher prepared wall charts media. 2) The teacher explain the material in a simple way and showed the wall charts to the students. 3) The teacher divided the students into 5-6 groups and let them chose the picture on the wall chart 4) students analyze the picture 5) Every group discuss together to make sentences based on the pictures. 6) Group representatives came forward to write the results of the sentences that were made. 7) Read

the sentences together. 8) The teacher assist the sentences and helps students add new vocabulary.

2. The Evaluation of Teaching Vocabulary Through Wall Charts Media at Second Grade of MTs Nurul Ali

There are two categories of evaluation, formative and summative evaluation. This is consistent with Mansyur's statement, which said that teachers evaluate learning outcomes in order to measure students' ability. The purpose of formative evaluation is to enhance the process of teaching and learning. This evaluation was completed following the end of the discussion. It is not the same as the summative assessment, which is completed every end of a unit of time which more than one subject.⁷⁷ In this particular case, the teacher employed formative evaluation, which included written and occasionally oral test. Students' worksheets used as the evaluation tool for the written test (LKS). The worksheet evaluation consisted of multiple choice questions and essay. In oral test, the teacher asks straight questions regarding the vocabulary of the first verb in the simple present tense related to daily routines at the start of the lesson.

Based on the National Education System Year 2003 states that the evaluation of student learning outcomes is carried out by educators to monitor the process, progress, and improvement of student learning

⁷⁷Mansyuretal, *Asesmen Pembelajaran di Sekolah* (Yogyakarta: PustakaPelajar, 2015), 14-15

outcomes.⁷⁸ As a result, the teacher evaluated the students in this research to see how well they understood the subject matter covered. Following the learning process by doing evaluation, the teacher may determine which students had comprehend the material and which had not.



⁷⁸Undang Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Pasal 58

CHAPTER V

CONCLUSION AND SUGGETIONS

In this stage, once all the data has been gathered and analyzing the entire data there were some conclusion and suggetion in the implementation of wall chart media in teaching vocabulary at second grade of MTs Nurul Ali Jember in the academic year 2023/2024.

A. Conclusions

Based on the discussion and data analysis. The following are the findings from using wall charts media to teach vocabulary:

1. The implentation of wall chart media in the second grade of MTs Nurul Ali Jember has two different goal: a general goal that related to the media's goal to make learning engaging and enjoyable, and a specific goal that related to the material's goal that students easier to comprehend the material. With this general and specific goal students more interested and enjoyed the activity when learning using wall charts and students can comprehend and remember the material they have learned easily. So, students achieve the learning goal effectively when using wall charts media.
2. Formative evaluation was used to assess vocabulary instruction using wall chart media for second grade students at MTs Nurul Ali Jember. Teachers use written evaluation in the form of multiple-choice questions and essays to assess the learning outcomes of their

students. Furthermore, teacher take questions based on the material covered in textbooks (LKS). However, on occasion, the teacher will also provide oral test, which start the activity by calling on each student by name and asking straight questions on the vocabulary related to verb 1 (one) in the simple present tense.

B. Suggestion

Based on the findings and conclusion of the research discovered a number of issues. Consequently, the researcher offered some suggestion to help MTs Nurul Ali Jember succeed in their English language learning. The suggestions are as follows:

1. For English Teacher

The media that will be used in the teaching and learning process requires careful consideration by the English teacher. The teacher should be creative and be smart in selecting teaching tool. Considering the media in the terms of advantages and disadvantages, creativity, variety, and attractiveness. In order to acquired learning objective as effectively as possible. Teachers are able to anticipate issues that may come up during the learning process as a result.

2. For Future Researchers

The findings of this study should give more knowledge about wall charts media. The researcher recommended developing this research in conducting similar research using wall chart media to teach

vocabulary. On the other hand, more modern forms of media can also be used to teach vocabulary and other language-related abilities.



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Appendix 1**DECLARATION OF AUTHENTICITY**

The undersigned below, I am:

Name : Alfiah
NIM : T20176034
Program : Tadris Bahasa Inggris
Faculty : Tarbiyah and Teacher Training
Institution : State Islamic University of Kyai Haji Achmad Siddiq Jember

States that the thesis entitled "The Use of Wall Charts Media in Teaching Vocabulary at Second Grade of MTs Nurul Ali Jember in The Academic Year 2023/2024" is truly my original work. It doesn't incorporate any material previously written or published by another person except those indicated in quotation and bibliography. Do to the fact, I am the only person who is responsible for this thesis if there is any objection or claim from other.

Jember, 23th of June 2024



Alfiah

NIM: T20176034

Appendix 2

Matrix of Research

TITTLE	VARIABLE	SUBVARIABLE	INDICATORS	SOURCE OF DATA	RESEARCH METHOD	RESEARCH QUESTION
The Use of Wall Charts Media in Teaching Vocabulary at Second Grade of MTs Nurul Ali Jember in The Academic Year 2023/2024	<ol style="list-style-type: none"> 1. Wall Charts Media 2. Teaching Vocabulary 	<ol style="list-style-type: none"> 1. The Use of Wall Charts Media 2. The Evaluation of Teaching Vocabulary 	<ol style="list-style-type: none"> 1. Definition of teaching Vocabulary 2. Goals of teaching vocabulary 3. Method in teaching vocabulary 4. Kinds of media 5. Definition of Wall Charts media 6. Procedures of wall charts media 7. Advantages and disadvantages 8. Evaluation 	<p>Primary Data:</p> <ol style="list-style-type: none"> 1. The English Teacher 2. Students of Second Grade <p>Secondary Data:</p> <ol style="list-style-type: none"> 1. Documentations 2. literature 	<ol style="list-style-type: none"> 1. Research Approach: Qualitative Research 2. Type of Research: Descriptive Qualitative 3. Data Collection: <ol style="list-style-type: none"> a. Observation b. Interview c. Documentation 4. Data Analysis: <ol style="list-style-type: none"> a. Data Condensation b. Data Display c. Conclusion 5. Validity of Data Triangulation 	<ol style="list-style-type: none"> 1. How is the implementation of teaching vocabulary through wall charts media at second grade of MTs Nurul Ali Jember? 2. How is the evaluation of teaching vocabulary through wall charts media at second grade of MTs Nurul Ali Jember?

Appendix 3

Interview Guidelines For Teacher And Students

Research Question	Topic	Informant	Question
1. How is the implementation of teaching vocabulary through wall charts media at second grade of MTs Nurul Ali Jember?	The implementation of wall charts media in teaching vocabulary	Teacher	What is the definition of teaching vocabulary?
		Teacher	What is the goal of teaching vocabulary?
		Teacher	What method do you used in teaching vocabulary?
		Teacher	What is the media used in teaching vocabulary?
		Teacher	What is the procedure for teaching vocabulary using wall charts media?
		Teacher	Why use wall charts media in teaching vocabulary?
		Teacher	What are the advantages and disadvantages of using wall charts media in teaching vocabulary?
		Teacher	Do students feel happy learning using wall charts media?
		Teacher	What materials are used in

			teaching vocabulary using wall charts media?
		Teacher	What need to be prepared in teaching vocabulary using wall charts media?
		Teacher	What is the procedure for teaching vocabulary using wall charts media?
		Student	What are the difficulties in learning english?
		Student	How does the teacher teach vocabulary in the class?
		Student	What the method does the teacher use in teaching vocabulary?
		Student	What media does the teacher use in teaching vocabulary?
		Student	What the material does the teacher use in teaching vocabulary?
		Student	Do you feel happy learning use wall charts media?
		Student	Do you understand the material taught by the teacher using wall charts media?

<p>2. How is the evaluation of teaching vocabulary through wall charts media at second grade of MTs Nurul Ali Jember?</p>	<p>The evaluation of wall charts media in teaching vocabulary</p>	Teacher	What is the evaluation technique is used in teaching vocabulary using wall charts media?
		Teacher	What is the vocabulary assessment are used in teaching vocabulary?
		Student	How is the teacher give an assessment test for learning vocabulary?



OBSERVATION SHEET

Teacher : Kholisah S.Pd

Observer : Alfiah

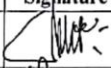






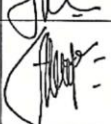
Steps	Activities	Check list	
		Yes	No
Pre-Teaching	The teacher greet the students by saying Assalmualaikum Wr.Wb		
	The teacher led the class to pray together		
	The teacher checked the attendance of students		
	The teacher do brainstorming		
	The teacher introduce the topic and the purpose that would be studied at the day		
Whilst-Teaching	The teacher gives an explanation the material until finish		
	The teacher divided the class into groups		
	The teacher ask each group to make sentence based on picture on the wall charts		
	One student in each group write the sentence on whiteboard		
	The teacher refine the students sentence		
	The teacher took the score		
	The teacher summarizing the lesson and asking		

Post-Teaching	several questions regarding the material that has been explain		
	The teacher ask students to study again the material at home		
	The teacher close the class by saying Wassalamualikum Wr.Wb		



Appendix 4

**RESEARCH JOURNAL
MTs NURUL ALI JEMBER
ACADEMIC YEAR 2023/2024**

No	Day/ Date	Activity	Informan	Signature
1	Monday, March 4 th 2024	Giving permission letter	Halim Firdausi, S.Pd.I.	
2	Tuesday, March 5 th 2024	Observation in MTs Nurul Ali Jember	Kholisah S. Pd	
3	Thursday, March 7 th 2024	Class observation in VIII B Mts Nurul Ali Jember	Kholisah S. Pd	
4	Monday, 11 th March 2024	Class observation in VIII B Mts Nurul Ali Jember	Kholisah S. Pd	
5	Thursday, 14 th March 2024	Interview with students in VIII B class	Dinda Aprilia Endang Ayu S Putri Cintiya Bela	
6	Monday, 18 th March 2024	Class observation in VIII B Mts Nurul Ali Jember	Kholisah S. Pd	
7	Friday, 22 nd March 2024	Interview with English Teacher	Kholisah S. Pd	
8	Monday, 25 th March 2024	Asking and receiving declaration of finishing letter from MTs Nurul Ali Jember	Halim Firdausi, S.Pd.I.	

Jember, 25 Maret 2024
Kepala MTs Nurul Ali Jember


Halim Firdausi, S.Pd.I

Appendix 5

RENCANA PELAKANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Nurul Ali Jember
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2 (dua)
Tema : My Uncle is Zookeeper
Sub Tema : Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum (Simple Present Tense)

A. Kompetensi Inti

- KI.1 Menghargai dan menghayati ajaran agamanya.
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam

semangat belajar

- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya
- 4.1 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan / terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, strukturteks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik mampu:

1. Siswa mampu menerapkan struktur dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum,sesuai dengan konteks penggunaannya (Simple present tense)
2. Siswa mampu menyusun kalimat/teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks (Simple presenttense).
3. Siswa mampu menangkap makna kosa kata dari kalimat yang dibuat berdasarkan kartu bergambar
4. Siswa mampu mengingat kosa kata baru dalam kalimat yang di susun berdasarkan kartu bergambar

D. Materi Pembelajaran

Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan

kebenaran umum

Fungsi sosial

Menyatakan tindakan/ kejadian yang merupakan rutinitas dan kebenaran umum dalam menjaga hubungan interpersonal dengan guru dan teman

Struktur teks

a. Tindakan/kejadian yang dilakukan/terjadi secara rutin

- *I wake up at five every morning. Do you?*

No, I don't.

I wake up four

- *Do you have breakfast before school?*

Yes, I do.

We prepare it ourselves.

- *How often do you have English at school?*

We have it twice a week.

- *Who teach you English*

Mrs Hana does

b. Tindakan atau kejadian yang merupakan kebenaran umum

- *Where does the sun rise?*

It rises in the east

- *How does salt taste?*

It tastes salty

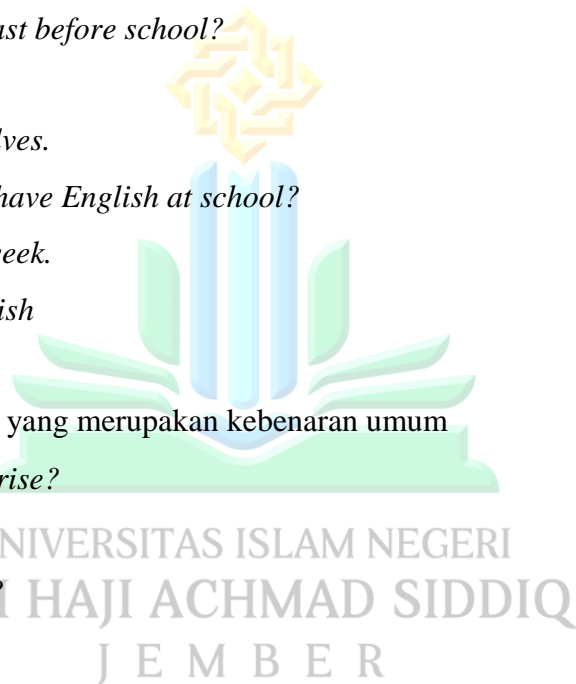
- *Dogs bark, cats meow.*

Unsur kebahasaan

Ucapan tekanan kata, intonasi, kosakata (action verb: *go, do, teach, prepare, eat, wash, study*, adverb of time: *every day, every morning, in the morning, at night*, adverb of frequency: *always, usually, sometimes dsb*) dan tata bahasa (Simple Present Tense)

Topik

Berbagai hal terkait dengan kegiatan/ kejadian sehari-hari dan yang



merupakan kebenaran umum, di rumah, sekolah, lingkungan sekitar.

E. Pendekatan dan Metode

Pembelajaran

Pendekatan: Scientific

Approach

Metode: Demonstrai dan

Diskusi Kelompok

F. Sumber Belajar

- BukuTeks wajib
- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
- Contoh interaksi tertulis
- Contoh teks tertulis

G. Media/ Alat Pembelajaran

Media: Diagram Dinding (tentang kebiasaan sehari-hari)

Alat: Spidol dan Whiteboard



H. Langkah-langkah Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ol style="list-style-type: none">a. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama)b. Memeriksa kehadiran peserta didikc. Memberi motivasid. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran.e. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)	10menit

Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mengamati/ melihat berbagai contoh gambar yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum sesuai dengan konteksnya serta responnya. • Dengan arahan dan bimbingan guru siswa mengidentifikasi diagram dinding yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan /terjadi secara rutin atau merupakan kebenaran umum. <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai gambar yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan /terjadi secara rutin atau merupakan kebenaran umumnya dalam berbagai konteks <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa dibagi menjadi beberapa kelompok kemudian setiap kelompok memilih 3-4 gambar pada diagram diagram dinding. • Siswa secara berkelompok menyusun kalimat berdasarkan gambar yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan /terjadi secara rutin atau merupakan kebenaran umum. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa 	60menit
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	<p>menganalisis fungsi sosial, struktur teks dan unsur bahasa menyatakan dan menanyakan tindakan/ kejadian yang dilakukan /terjadi secara rutin atau merupakan kebenaran umum, struktur teks, dan unsur kebahasaan, serta format penulisannya.</p> <ul style="list-style-type: none"> • Siswa dari setiap kelompok maju kedepan untuk menuliskan hasil dari menyusun kalimat • Siswa menyimpulkan hasil analisisnya terkait fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa membacakan kalimat yang telah disusun yang menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum dengan bahasa Inggris 	
<p>Penutup</p>	<ol style="list-style-type: none"> a. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu b. Evaluasi dengan melaksanakan test secaralisan/ tulis c. Peserta didik melakukan refleksi manfaat dari kegiatan pembelajaran dengan 	<p>10 menit</p>

	<p>menjawab pertanyaan: <i>Pengetahuan berharga apa yang dapat kamu peroleh pada pembelajaran kita hari ini?</i></p> <p>d. Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing (religious)</p>	
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I. PENILAIAN HASIL BELAJAR

1. Jenis/ Teknik Penilaian

- a. Observasi Proses Pembelajaran
- b. Laporan Tugas (Individu/ Kelompok)
- c. Tes Lisan/ Tulis

2. Bentuk Instrumen dan Instrumen

- a. Observasi Proses Pembelajaran

No	Nama Siswa	Aspek yang diamati				Jumlah	Nilai Akhir
		Sikap/ Perilaku Tanggung jawab	Aktivitas	Kerjasama	Berpendapat/ Menanggapi		

- b. Laporan Tugas (Individu/ Kelompok)

No	Nama Siswa/ Kelompok	Aspek yang dinilai			Jumlah	Nilai Akhir
		Kerapihan	Ketepatan Waktu	Kesesuaian Isi		

c. Tes Lisan/ Tulis Terlampir

Terlampir

3. Pedoman Penskoran

Keterangan Skor:

Masing-masing kolom diisi dengan **Nilai = $\frac{\Sigma \text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$**

kriteria:

4 = Baik Sekali

3 = Baik

2 = Cukup

1 = Kurang



Kriteria Nilai

A = 80-100 : Baik Sekali

B = 70-79 : Baik

C = 60-69 : Cukup

D = ... < 60 : Kurang

Keterangan Nilai Akhir:

a. Penilaian Observasi : **Nilai = $\frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal (16)}} \times 100$**

b. Penilaian Laporan Tugas : **Nilai = $\frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal (12)}} \times 100$**

c. Penilaian Tes Lisan/Tulis : **Nilai = $\frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal (20)}} \times 100$**

Nilai akhir yang diperoleh siswa = Nilai observasi + nilai
laporan tugas+ nilai tes lisan/ tulis

Jember, 07 March 2024

Mengetahui,
Kepala MTs Nurul Ali Jember

Guru Mata Pelajaran

Halim Firdausi,S.Pd.I

Kholisah, S.Pd.



LAMPIRAN I

- A. To hone and test your ability to think rationally, logically, and critically, choose the most correct answer by crossing (X) a, b, c, d. The following text**

My School Activities

I go to school at 6.15. I go to school with my father. I arrive at school at 6.30 a.m. In the school, I clean my classroom with my friends. Then after the bell rings, all the students go inside the class. Then after the bell rings, all students go inside the class. Then we pray together. At school, we have 3 until 4 subject to learn. At a 12.30 p.m we finish the lesson, and finally go to home.

is for questions number 1 to5

1. What does the text tell us about?
 - a. The writer's daily activities
 - b. The writer's school schedule
 - c. The writer's dream
 - d. The writer's experiences
2. The Writer goes to school at.....
 - a. A half past six
 - b. A quarter to six
 - c. A quarter past six
 - d. A quarter to nine
3. The Writer goes to school.....
 - a. With her father
 - b. With her friends
 - c. Alone
 - d. With her mother
4. How long does the writer study at school?
 - a. Six hours
 - b. Seven hours
 - c. Eight hours
 - d. Nine hours
5. Why does the text above use simple present tense?
 - a. Because the text tells about daily activities
 - b. Because the writer wants to amuse the reader
 - c. Because the writer only knows about simple present tense
 - d. Because the writer doesn't want to use another tense

The following text is for questions number 6 – 10

Asih Andini lives with her grandmother in wonogiri, central java. She does not go to school now because of lack of money, she stopped school after finishing elementary school. Her grandmother does not have enough money to send her to school. She begins her day early in the morning. After she gets up, she washes dishes and clothes. Then, she pick banana leaves. When she has enough leaves, she brings them home and uses the leaves to wrap rice cake. She helps grandmother to make the rice cake. After that, she usually walks around her neighborhood and her village to sell the rice cake. That is how Asih and her grandmother live. However, Asih still has a dream to go back to junior high school

6. Why does she stop to study at school?
- Because she is lazy
 - Because she does not need education
 - Because her grandmother does not have enough money
 - Because she wants to take care of her grandmother
7. Pay attention to the following statements.
- Asih Andini lives with her mother in Wonogiri
 - Asih Andini stopped school after finishing junior high school
 - Asih Andini usually wakes up early in the morning
 - Asih Andini helps her grandmother to make rice cake
 - Asih Andini finally gives up her hope because of her bad situation and condition
- The correct statements are shown by the number
- 1 and 2
 - 1 and 4
 - 3 and 4
 - 3 and 5
8. Usually – father – goes – office – to – my – his – subway – by
What is the correct arrangement?
- My father goes to his office by subway
 - My father usually goes to his office by subway
 - My father goes to his office by subway usually
 - My father to his office by subway usually

9. My brother – never – together – watch – TV – everyday – I – and
What is the correct arrangement?
- | | |
|---|--|
| a. My brother never and I watch TV everyday | c. My brother and I never watch TV together everyday |
| b. My brother and I never watch TV together | d. My brother and I watch never TV together everyday |
10. “The sun rises in the east.”
The correct negative sentence is....
- | | |
|-------------------------------------|-------------------------------------|
| a. The sun doesn't rise in the east | c. The sun are not rise in the east |
| b. The sun is not rise in the east | d. The sun don't rise in the east |

B. Answer the following questions by writing the answer in the space provided

Write a sentence using simple present tense based on the phrases below

11. Travel by car/ every week
12. Sometimes/ go fishing
13. Read the email/ everyday
14. Frequently/ have lunch together
15. Play basket ball/ every Sunday morning

Translate the following sentence for questions number 16– 20

16. The earth rotates on its axis
17. The rooster crows every morning
18. My father works in the market everyday
19. They eat fruit every lunch
20. Planes fly over my house every night

Kunci Jawaban

1. A
2. C
3. A
4. A
5. A
6. C
7. C
8. B
9. C
10. A

No 11–15 Jawaban menyesuaikan struktur kalimat simple present tense

11. Ayu travels by car every week
12. He goes fishing sometimes
13. We read the email everyday
14. My brother have lunches together frequently
15. Dika plays basket ball every Sunday morning
16. Bumi berputar pada porosnya
17. Ayam jantan berkokok setiap pagi
18. Ayah saya bekerja dipasar setiap hari
19. Mereka makan buah setiap makan siang
20. Pesawat terbang diatas rumah saya setiap malam



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

PIRAN II : ANALISIS SOAL

JAWABAN SISWA

NO	NAMA SISWA	NOMOR SOAL									
		1	2	3	4	5	6	7	8	9	10
1	AFRIL AUDIYA ANANTA	A	C	B	A	A	A	C	B	C	A
2	AISAH DEWI AMBARWATI	A	C	C	A	B	C	A	B	A	A
3	AMILIA AGUSTIN	A	C	D	A	A	C	C	D	C	A
4	AYU EKA LESTARI	D	C	A	A	A	A	C	B	D	A
5	AYU SULASTRI NINGRUM	D	C	A	A	C	C	C	D	C	B
6	DEBI APRILIN M	A	C	A	C	A	C	A	B	C	A
7	DINDA APRILIA	C	C	A	D	A	C	A	B	C	A
8	ENDANG AYU S	D	C	A	A	B	C	A	B	C	A
9	EVITA SARI	C	C	B	A	A	C	C	B	C	D
10	FALINTINA PUTRI	A	C	A	A	A	C	C	C	A	A
11	FITRIYAH	A	B	A	C	A	C	D	B	C	A
12	HEFIYATUL	C	A	A	A	D	C	C	B	C	A
13	HIMATUS SOLIHA	A	C	C	A	A	D	C	A	D	A
14	LAILATUS ZAHRO	C	C	A	C	A	C	C	A	D	A
15	LUTFIAH EKANESMAWIATUR	A	D	A	C	A	D	C	B	C	A
16	NONI RANAKAYANA	B	C	C	A	A	D	C	A	C	A
17	NOVA APRILIA	C	C	D	A	A	C	C	B	C	A
18	NUFIATUL MARHAMAH	A	C	C	A	A	C	C	B	C	A
19	PUPUT PUJLETARI	A	A	A	C	A	C	C	B	C	A

20	PUTRI CINTIYA BELA	C	C	A	D	A	C	C	C	C	A
21	RITA AYU WULANDARI	A	C	A	A	A	C	C	D	C	A
22	SOFIATUL LAILI	A	C	B	A	C	C	A	A	C	B
23	ROMSILATUL ASILAH	D	C	B	A	A	C	C	B	C	A
24	SABIL ISTIQOMAH	A	C	D	A	D	C	C	C	C	B
25	SAHRINI	A	B	B	B	A	C	A	B	C	C
26	ACA AULIA ZAKIN	A	C	A	A	A	C	C	C	C	D
27	SISWIYAH MARGARETA	A	D	A	B	A	C	C	B	C	A
28	SITI ROFIKOH	A	C	A	C	A	C	C	B	C	A
29	SAIDEH KHUMIROH	A	C	B	A	A	C	C	B	C	A
30	TITIN INDAH AYU PUTRI	B	B	A	B	A	C	C	A	B	C
31	ULFATUL ROHMAH	A	C	A	C	A	D	C	A	C	B
32	USWATUN HASANAH	D	C	A	A	A	C	C	B	C	A
33	VIVILIAN PUTRI RAHMAT	B	C	D	A	C	C	B	B	C	A
34	WINDA FAUQIYA AULIA	A	C	A	A	C	C	D	B	C	A
35	ZAINIYAH	A	C	A	A	A	B	B	B	C	A
36	ZAQIYA EKA PUTRI	A	C	A	A	C	C	C	B	D	A
37	SITI WIKAYANTI	A	C	A	A	A	A	B	B	C	D
38	AYU RAHMADANI	A	C	A	D	B	C	C	C	C	D
39	MUTIARA HIKMAH	A	C	C	A	A	C	C	B	D	A



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ANALISIS SOAL PILIHAN GANDA

NO	NAMA SISWA	NOMOR SOAL KUNCI JAWABAN										JUMLAH NILAI	NILAI
		1	2	3	4	5	6	7	8	9	10		
		A	C	A	A	A	C	C	B	C	A		
1	AFRIL AUDIYA ANANTA	1	1	0	1	1	0	1	1	1	1	8	80
2	AISAH DEWI AMBARWATI	1	1	0	1	0	1	0	1	0	1	6	60
3	AMILIA AGUSTIN	1	1	0	1	1	1	1	0	1	1	8	80
4	AYU EKA LESTARI	0	1	1	1	1	0	1	1	0	1	7	70
5	AYU SULASTRI NINGRUM	0	1	1	1	0	1	1	0	1	0	6	60
6	DEBI APRILIN M	1	1	1	0	1	1	0	1	1	1	8	80
7	DINDA APRILIA	0	1	1	0	1	1	0	1	1	1	7	70
8	ENDANG AYU S	0	1	1	1	0	1	0	1	1	1	7	70
9	EVITA SARI	0	1	0	1	1	1	1	1	1	0	7	70
10	FALINTINA PUTRI	1	1	1	1	1	1	1	0	0	1	8	80
11	FITRIYAH	1	0	1	0	1	1	0	1	1	1	7	70
12	HEFIYATUL	0	0	1	1	0	1	1	1	1	1	7	70
13	HIMATUS SOLIHA	1	1	0	1	1	0	1	0	0	1	6	60
14	LAILATUS ZAHRO	0	1	1	0	1	1	1	0	0	1	6	60
15	LUTFIAH EKANESMAWIATUR	1	0	1	0	1	0	1	1	1	1	7	70
16	NONI RANAKAYANA	0	1	0	1	1	0	1	0	1	1	6	60
17	NOVA APRILIA	0	1	0	1	1	1	1	1	1	1	8	80

18	NUFIATUL MARHAMAH	1	1	0	1	1	1	1	1	1	1	9	90
19	PUPUT PUJI LETARI	1	0	1	0	1	1	1	1	1	1	8	80
20	PUTRI CINTIYA BELA	0	1	1	0	1	1	1	0	1	1	7	70
21	RITA AYU WULANDARI	1	1	1	1	1	1	1	0	1	1	9	90
22	SOFIATUL LAILI	1	1	0	1	0	1	0	0	1	0	5	50
23	ROMSILATUL ASILAH	0	1	0	1	1	1	1	1	1	1	8	80
24	SABIL ISTIQOMAH	1	1	0	1	0	1	1	0	1	0	6	60
25	SAHRINI	1	0	0	0	1	1	0	1	1	0	5	50
26	ACA AULIA ZAKIN	1	1	1	1	1	1	1	0	1	0	8	80
27	SISWIYAH MARGARETA	1	0	1	0	1	1	1	1	1	1	8	80
28	SITI ROFIKOH	1	1	1	0	1	1	1	1	1	1	9	90
29	SAIDEH KHUMIROH	1	1	0	1	1	1	1	1	1	1	9	90
30	TITIN INDAH AYU PUTRI	0	0	1	0	1	1	1	0	0	0	4	40
31	ULFATUL ROHMAH	1	1	1	0	1	0	1	0	1	0	6	60
32	USWATUN HASANAH	0	1	1	1	1	1	1	1	1	1	9	90
33	VIVILIAN PUTRI RAHMAT	0	1	0	1	0	1	1	0	1	1	6	60
34	WINDA FAUQIYA AULIA	1	0	1	1	0	1	0	1	1	1	7	70
35	ZAINIYAH	1	1	1	1	0	0	0	0	1	1	6	60
36	ZAQIYA EKA PUTRI	1	1	1	1	0	1	1	1	0	1	8	80
37	SITI WIKAYANTI	1	1	1	1	1	0	0	1	1	0	7	70
38	AYU RAHMADANI	1	1	1	0	0	1	1	0	1	0	6	60

39	MUTIARA HIKMAH	1	1	0	1	1	1	1	1	0	1	8	80
SKOR PEROLEHAN SISWA		25	31	24	26	28	31	29	23	31	29		
SKOR MAKSIMUM		39	39	39	39	39	39	39	39	39	39		
TINGKAT KESUKARAN SOAL		0,64	0,79	0,62	0,67	0,72	0,79	0,74	0,59	0,79	0,74		



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ANALISIS SOAL URAIAN

NO	NAMA SISWA	NOMOR SOAL KUNCI JAWABAN										JUMLAH SKOR	% KETERCAPAIAN	KETUNTASAN
		1	2	3	4	5	6	7	8	9	10			
		10	10	10	10	10	10	10	10	10	10			
1	AFRIL AUDIYA ANANTA	6	7	5	8	7	6	8	8	7	7	69	69	Tidak Tuntas
2	AISAH DEWI AMBARWATI	8	10	9	7	8	8	9	7	7	9	82	82	Tuntas
3	AMILIA AGUSTIN	7	7	8	9	9	6	7	8	8	8	77	77	Tuntas
4	AYU EKA LESTARI	9	7	8	8	10	7	6	9	7	9	80	80	Tuntas
5	AYU SULASTRI NINGRUM	6	7	5	8	8	8	9	7	7	8	73	73	Tidak Tuntas
6	DEBI APRILIN M	7	8	8	8	10	10	9	7	9	9	85	85	Tuntas
7	DINDA APRILIA	10	10	9	8	7	9	7	8	8	8	84	84	Tuntas
8	ENDANG AYU S	7	7	6	10	9	9	8	7	6	8	77	77	Tuntas
9	EVITA SARI	5	7	9	9	9	4	6	5	7	6	67	67	Tidak Tuntas
10	FALINTINA PUTRI	6	9	8	7	6	7	7	7	8	9	74	74	Tidak Tuntas
11	FITRIYAH	7	9	9	9	6	5	7	7	7	7	73	73	Tidak Tuntas
12	HEFIYATUL	9	10	7	9	9	9	9	10	8	9	89	89	Tuntas
13	HIMATUS SOLIHA	7	8	8	9	10	10	10	8	6	5	81	81	Tuntas
14	LAILATUS ZAHRO	10	9	10	10	10	8	9	7	9	9	91	91	Tuntas
15	LUTFIAH EKANESMAWIATUR	8	9	7	8	9	7	8	10	10	10	86	86	Tuntas
16	NONI RANAKAYANA	9	7	6	7	8	8	6	8	9	9	77	77	Tuntas
17	NOVA APRILIA	10	10	10	5	8	9	10	8	7	6	83	83	Tuntas
18	NUFIATUL MARHAMAH	7	10	7	8	10	9	7	7	8	8	81	81	Tuntas
19	PUPUT PUJI LETARI	8	10	10	9	8	9	10	8	9	7	88	88	Tuntas
20	PUTRI CINTIYA BELA	8	8	10	10	8	9	7	10	10	6	86	86	Tuntas
21	RITA AYU WULANDARI	10	10	5	8	6	9	7	7	10	10	82	82	Tuntas
22	SOFIATUL LAILI	7	7	5	7	6	5	5	4	7	6	59	59	Tuntas
23	ROMSILATUL ASILAH	9	10	8	6	10	8	9	7	10	10	87	87	Tuntas

24	SABIL ISTIQOMAH	10	10	10	10	10	9	6	10	10	10	95	95	Tuntas
25	SAHRINI	8	9	10	10	7	10	8	10	10	10	92	92	Tuntas
26	ACA AULIA ZAKIN	10	5	6	7	9	10	6	7	5	5	70	70	Tidak Tuntas
27	SISWIYAH MARGARETA	7	10	10	10	7	10	8	8	8	8	86	86	Tuntas
28	SITI ROFIKOH	10	5	8	8	9	10	10	7	7	10	84	84	Tuntas
29	SAIDEH KHUMIROH	5	4	10	8	5	10	7	5	10	8	72	72	Tidak Tuntas
30	TITIN INDAH AYU PUTRI	7	8	7	9	9	7	7	6	7	8	75	75	Tuntas
31	ULFATUL ROHMAH	10	10	9	7	6	8	8	8	8	9	83	83	Tuntas
32	USWATUN HASANAH	8	8	5	10	10	5	8	10	10	10	84	84	Tuntas
33	VIVILIAN PUTRI RAHMAT	4	2	5	6	8	10	10	9	7	7	68	68	Tidak Tuntas
34	WINDA FAUQIYA AULIA	5	9	6	10	9	10	6	7	7	8	77	77	Tuntas
35	ZAINIYAH	8	7	6	5	9	10	10	10	6	8	79	79	Tuntas
36	ZAQIYA EKA PUTRI	8	9	8	8	7	8	8	10	10	10	86	86	Tuntas
37	SITI WIKAYANTI	3	5	10	7	7	8	9	7	9	10	75	75	Tuntas
38	AYU RAHMADANI	7	10	10	9	10	8	7	9	10	10	90	90	Tuntas
39	MUTIARA HIKMAH	9	10	5	6	8	8	8	7	8	5	74	74	Tidak Tuntas
SKOR PEROLEHAN SISWA		299	317	302	317	321	320	306	304	316	319			
SKOR MAKSIMUM		390	390	390	390	390	390	390	390	390	390			
TINGKAT KESUKARAN SOAL		0,8	0,8	0,8	0,8	0,8	0,8	0,8	0,8	0,8	0,8			



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DOCUMENTATION

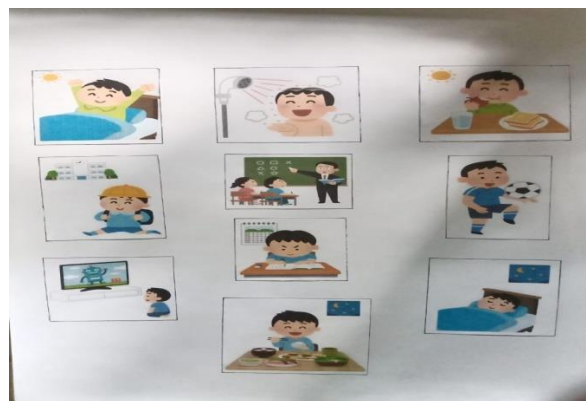


Implementing of Wall Charts Media in the class

Group Discussion



Interview with English Teacher



Wall Charts Media

Appendix 7



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](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor: B-7379/In.20/3.a/PP.009/05/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Nurul Ali Jember

Jl. Bringin No 12, Sumber Bulus, Kec. Ledokombo, Kab. Jember

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

NIM : T20176034
Nama : ALFIAH
Semester : Semester empat belas Program
Studi : TADRISBAHASAINGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Use of Wall Charts Media in Teaching Vocabulary at Second Grade of MTs Nurul Ali Jember In The Academic Year 2023/2024" selama 17 (tujuh belas) hari di lingkungan lembaga wewenang Bapak/Ibu Halim Firdausi, S.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 27 Mei 2024

an. Dekan,

Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM



SURAT KETERANGAN
Nomor : 007/A.2/B/PP.A2/V/2023

Yang bertandatangan dibawah ini, Kepala Sekolah MTs Nurul Ali Jember:

Nama : Halim Firdausi
NIP : -
Jabatan : Kepala Sekolah MTs Nurul Ali Jember

Dengan ini kami menerangkan bahwa mahasiswi berikut :

Nama : Alfiah
NIM : T20176034
Prodi/Jurusan : TBI (Tadris Bahasa Inggris)
Fakultas : Tarbiyah dan Ilmu Keguruan
Universitas : UIN KH. ACHMAD SHIDIQ JEMBER

Yang bersangkutan telah selesai mengadakan penelitian di MTs Nurul Ali Jember pada tanggal 5 Maret - 22 Maret 2024, dengan judul : **"The Use Of Wall Charts Media In Teaching Vocabulary At Second Grade Of MTs Nurul Ali Jember"** di lingkungan lembaga kami MTs Nurul Ali Jember

Demikian, atas pemberitahuan dan kerjasamanya di sampaikan terima kasih.

Kepala Madrasah,
MTs Nurul Ali Jember


Halim Firdausi, S.Pd.I.

Appendix 9 : Biography of Researcher

BIOGRAPHY



Personal Information:

Name : Alfiah
NIM : T20176034
Gender : Female
Religion : Islam
Place, Date of Birth : Jember, 26th November 1998
Departement/ Major Courses : English Education Departement
Faculty : Tarbiyah and Teacher Training
Email Address : alfihasanah98@gmail.com

Education Background:

2005-2011 : SDN Arjasa 04
2011-2014 : MTs Negeri 5 Jember
2014-2017 : MA Bustanul Ulum Bulugading Bangsalsari