

**Using Word Wall to Improve teaching-Learning Process of Reading of  
Eighth Grade Students in SMP N 1 Semin Gunungkidul in the Academic  
Year Of 2015/2016**

By: Siti Rochani,  
Lusi Nurhayati  
rochanisitipbi012@gmail.com

**Abstract:** The aim of this study was to improve the teaching-learning process of reading of eighth grade students in SMP N 1 Semin Gunungkidul in the academic year of 2015/2016 by using word wall. The type of this study was action research. This action research consisted of two cycles. The subjects of the research were 32 students of Class VIII C at SMP N 1 Semin Gunungkidul in the academic year of 2015/2016. There were qualitative data supported by quantitative data. The data were collected by observing the teaching-learning process, interviewing the English teacher and the students, photographing, collecting students' journals, and distributing questionnaire. The instruments used in the study were observation checklist, interview guideline, questionnaire, student journal, phone recording, and camera. The qualitative data were analysed by assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcome. Meanwhile, the quantitative data was analyzed by calculating the percentage of students' response of each question item in the questionnaire. The research procedures included reconnaissance, plan, action, observation, reflection, and revised plan. The results of this study showed that the implementation of word wall effectively improved the teaching-learning process of reading. Using word wall in pre-reading activity helped the students become more focus on the vocabulary learning. The students improved their vocabulary of the reading materials so that they could comprehend the reading materials easier. The implementation of word wall made the reading tasks and activities more varied. The students became more engaged in the learning activities. The improvement could be indicated from their active participation during the reading teaching and learning process. During the reading teaching and learning process, the colour cards and pictures were effective media to be used. It was necessary to use colourful cards and pictures to compose word wall. The colourful cards and pictures attracted the students' attention to the word wall. Furthermore, the pictures related to the reading materials helped the students understand the content of the text easier. Using word wall in reading learning activities fostered group work activity. In the group work, the students could help each other understand the content of the text together.

Keywords: word wall, teaching and learning, reading

***Penggunaan Word Wall untuk Meningkatkan Proses Belajar-Mengajar  
Reading Kelas Delapan di SMP N 1 Semin Gunungkidul Tahun Ajaran  
2015/2016***

**Abstrak:** Tujuan dari penelitian ini yaitu untuk meningkatkan proses belajar-mengajar reading kelas delapan di SMP N 1 Semin Gunungkidul Tahun Ajaran 2015/2016 dengan menggunakan word wall. Jenis penelitian ini adalah penelitian tindakan kelas. Penelitian ini terdiri dari dua siklus. Subjek penelitian yaitu 32 siswa di kelas VIII C SMP N 1 Semin Tahun Ajaran 2015/2016. Data penelitian terdiri dari kualitatif data didukung oleh kuantitatif data. Teknik pengumpulan data meliputi mengamati proses pembelajaran reading, mewawancarai guru bahasa Inggris dan para siswa, mengambil gambar foto, mengumpulkan jurnal siswa, dan mendistribusikan kuesioner. Instrument yang digunakan dalam penelitian ini yaitu panduan observasi, panduan wawancara, kuesioner, jurnal siswa, perekam suara, dan kamera. Teknik analisis data kualitatif meliputi mengumpulkan data, mengelompokkan data, membandingkan data, menginterpretasikan data, dan melaporkan hasil. Sementara teknik analisis data kuantitatif dengan cara menghitung prosentase respon siswa di kuesioner. Prosedur penelitian terdiri dari pra-penelitian, perencanaan, penerapan, pengamatan, refleksi, dan revisi perencanaan. Hasil dari penelitian ini menunjukkan bahwa penerapan word wall secara efektif meningkatkan proses belajar-mengajar reading. Menggunakan word wall di kegiatan pre-reading membantu para siswa lebih focus ketika belajar kosakata. Para siswa meningkatkan kosa kata tentang materi bacaan sehingga mereka dapat lebih mudah memahami teks. Penerapan word wall menjadikan kegiatan dan tugas reading lebih bervariasi. Para siswa menjadi lebih terlibat dan lebih bersemangat dalam proses pembelajaran. Hal ini dapat dilihat dari partisipasi aktif para siswa selama proses belajar-mengajar. Selama proses belajar-mengajar reading, kartu-kartu berwarna dan gambar-gambar merupakan media yang efektif untuk digunakan. Kartu-kartu berwarna dan gambar-gambar dibutuhkan dalam membuat word wall. Kartu-kartu berwarna dan gambar-gambar menarik perhatian siswa terhadap word wall. Lebih dari itu, gambar-gambar terkait materi bacaan membantu siswa lebih mudah memahami isi bacaan. Menggunakan word wall dalam kegiatan belajar reading mengembangkan kegiatan kelompok. Dalam kerja kelompok, para siswa dapat saling membantu dalam memahami isi bacaan.

Kata kunci: word wall, teaching and learning, reading

---

## Introduction

In the teaching of English in junior high schools, the students are taught the four language skills. Every skill has different significances in students' language development. As stated by Harmer (2007:99) reading brings some advantages for language learners. It can be as a useful input for language acquisition, a good model of writing, and the opportunity to learn the language system. Since reading

is beneficial for the students' written language exposure, it is important to create an effective teaching and learning process of reading lesson. However, there were some problems related to reading teaching and learning process at 8C Class in SMP N 1 Semin Gunungkidul.

Based on the observation, interview, and questionnaire result done in VIII C Class, there were some problems that obstructed the teaching-learning process of reading. Those problems were related to the need of well-organized pre-reading activities, more varied comprehension activities, students' interest in the learning activity and media. In order to solve the problems, the word wall was selected since it could be a tool to improve students' vocabulary, thereby the reading comprehension (Cronsberry, 2004:3). It could also improve the students' word knowledge while engage in teaching and learning process (Hill & Flynn, 2006:171). Through the implementation of the word wall, it was expected that the students got more engaged and more participated in the reading lesson.

### **Research Methods**

The type of the research is action research. The subjects were 32 students of Class VIII C at SMP N 1 SEMIN Gunungkidul in the academic year of 2015/2016. The research was conducted at SMP N 1 SEMIN Gunungkidul located at Pundungsari, Semin, Semin, Gunungkidul. It was conducted on May 3<sup>rd</sup> – 21<sup>st</sup>, 2016. There were two cycles in this research. The data collected were qualitative supported by quantitative data. The procedures followed the procedures proposed by Kemmis and McTaggart (in Burns, 2010:9) which consisted of: (a) reconnaissance or assembling the data to analyze the field problems, (b) plan which included the actions of making the course grids and lesson plans, (c) action or implementing the word wall, and (d) observation, (e) reflection that was to analyze the successful and unsuccessful actions, and (f) revised plan or evaluating and modifying the unsuccessful actions. The instruments used in the study were observation checklist, interview guideline, questionnaire, student journal, phone recording, and camera. The data analysis techniques for the qualitative data consisted of assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting the outcomes. Meanwhile, the quantitative data were analyzed by calculating the percentage of the students' response in the questionnaire.

### **Research Findings**

The results of the study showed that the implementation of word wall successfully improved the teaching-learning process of reading for some reasons. First, implementing word wall in the pre-reading activity successfully prepare the students' readiness to read for the students became more focus on the pre-reading activity. Second, the students improved the vocabulary of reading materials using word wall so that they could comprehend the text and do the comprehension activities easier. Third, the implementation of word wall made the reading tasks and activities more varied. The students became more engaged in the learning activities. They actively participated during the reading teaching and learning process. Fourth, it was necessary to use colour cards and pictures in implementing word wall. They successfully made the students pay more attention to the word wall. Moreover, the pictures related to the reading materials helped the students understand the content of the texts easier. Finally, using word wall in reading learning activities fostered group work activity. In the group work, the students could help each other understand the content of the text together.

### **Conclusions**

In conclusion, implementing word wall in the reading lesson made the students more focus on the pre-reading activity. The students also effectively build the vocabulary of the reading materials using word wall so that they did the reading comprehension easier. Moreover, the various reading tasks and activities applied in this study successfully made the students actively participate in the reading teaching and learning process. The word wall consisted of colour cards and/or pictures successfully made the students pay more attention to the word wall. Moreover, the pictures related to the reading materials helped the students understand the content of the text easier. Furthermore, the implementation of word wall fostered group work. In brief, the implementation of word wall effectively improved the teaching and learning process of reading.

### **References**

- Burns, A. 2010. *Doing Action Research in English Language Teaching; A Guide for Practitioners*. New York: Routledge.
- Cronsberry, J. 2004. *Word Walls: a Support for Literacy in Secondary School Classrooms*. Retrieved from: [www.readingrockets.org](http://www.readingrockets.org) on September 22<sup>nd</sup>, 2015.
- Harmer, J. 2007. *How to Teach English*. New Edition. England: Pearson Education.
- Hill, J D & Flynn, K M. 2006. *Classroom Instruction that Works with English Language Learners*. USA: Mid-continent Research for Education and Learning (McREL).