

**THE EFFECT OF USING WORD WALL STRATEGY TOWARD
STUDENT'S VOCABULARY MASTERY AT MTSN 3 KERINCI THE
ACADEMIC YEAR 2019/2020**



**ENGLISH EDUCATION PROGRAM
FACULTY EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2019/2020**

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ACADEMIC YEAR 2019/2020**

A THESIS

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree
at English Education Program in Faculty of Education and Teacher Training State

Islamic Institute of Kerinci

By:
ELVITA SURYANI
08.878.15

**ENGLISH EDUCATION PROGRAM
FACULTY EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2019/2020**



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LECTURERS OF IAIN KERINCI

Sungai Penuh,

To :
The Rector of IAIN
Kerinci

In
Sungai Penuh

OFFICIAL NOTE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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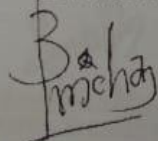
After guiding, analyzing, briefing and correcting the writing of **ELVITA SURYANI** thesis (The Student's Number is **08.878.15**) entitled: "The Effect of Using Word Wall Strategy Toward Students' Vocabulary Mastery At MtsN 3 Kerinci the Academic Year 2019/2020." We are of the opinion that this thesis has met the qualification as one of partial fulfillment of requirements for an undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

Thus, we processed this thesis to the faculty for immediate administrative process for final examination.

Wassalamu'alaikumWarahmatullahiWabarakatuh.

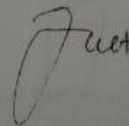
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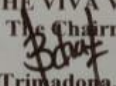
APPROVAL AND ACCEPTION

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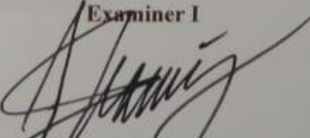
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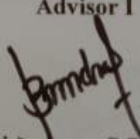
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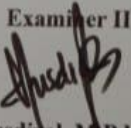
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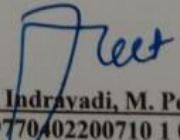
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CERTIFICATE OF ORIGINALITY

The researcher hereby declare that thesis entitled "**The Effect Of Using Word Wall Strategy Toward Student's Vocabulary Mastery At Mtsn 3 Kerinci The Academic Year 2019/2020**" is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person , no material which to a substantial extent has been accepted for the ward of any other education institutional, except where due acknowledgement is made in the thesis . Any contribution made to the research by others, with whom the researcher have worked at state institute of kerinci or else where is fully acknowledgement.

The researcher also declare that the intellectual content of this thesis is the product of the researcher own work, except to the extent that assistance from others in the project's design and conception or in style, presentation and linguistic expression is acknowledge

Sungai penuh, 2020

The Researcher

Elvita Suryani
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DEDICATION AND MOTTO

DEDICATION

I dedicated this thesis for :

My beloved father and mother for

Their love, effort, support and praying for success in the future

My beloved husband , sister and brother

Who always motivated, giving spirit and support to finish this thesis.

My big family who always support and prayer.

My best friend.

Who always support and helps.

May Allah SWT. Bless them

I thanks very much to you all

MOTTO

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

‘‘And He taught Adam all the names, then presented them to the angels, then he said : tell me the names of those if you are right.’’

ABSTRACT

**ELVITA SURYANI, 2015 : The Effect Of Using Word Wall Strategy
Toward Student's Vocabulary Mastery At
Mtsn 3 Kerinci The Academic Year
2019/2020**

**ADVISORS : 1. Eliza Trimadona,S.S,M.Pd
2. Dr. Toni indrayadi,M.Pd**

The problem of the research were, Firstly the Students easily forget the vocabulary they memorized through the dictionary, last the Students complain because they cannot reach a predetermined value. After that They really want to know and remember the vocabulary they see and the teacher has difficulty in improving students' vocabulary skill, because not many students can quickly memorize vocabulary through the concepts provided. Finally the teacher's method did not attracted students willingness to be able to remember quickly the vocabulary in each teaching and learning process take place. Meanwhile, the researcher implemented one of the technique based on the theory that had been helpful is in memorized of vocabulary. The aim of this research is to find any significant effect of using word wall strategy toward students vocabulary mastery at MTsN 3 Kerinci before and after being taught using word wall strategy. This research used quantitative research method. The purpose this research is to find out whether any significant effect in students' vocabulary mastery achievement after they are taught by using word wall strategy. The population of this research was the first grade of MTsN 3 Kerinci academic year 2019/2020. The sample was chosen by using cluster random sampling which selected into the experiment class and control class, it were from experiment class was 14 student's and control class 14 students. Based on the result of this research, it gotten T-count (14,0) was higher than T-table (2.17). It meant that H1 was accepted and H0 was rejected. it showed the hypothesis H1 that stated there is significant effect word wall strategy on students vocabulary mastery at MTsN 3 Kerinci academic year 2019/2020.

ABSTRACT

ELVITA SURYANI, 2015 : Pengaruh Penggunaan Strategi Kata Dinding Terhadap Penguasaan Kosakata Siswa Di Mtsn 3 Kerinci Tahun Akademik 2019/2020

**ADVISORS : 1. Eliza Trimadona,S.S,M.Pd
2.Dr. Toni indrayadi,M.Pd**

Permasalahan dalam penelitian ini adalah Pertama para siswa dengan mudah melupakan kosa kata yang mereka hafal melalui kamus, lalu para siswa mengeluh karena mereka tidak dapat mencapai nilai yang telah ditentukan. Setelah itu mereka benar-benar ingin mengetahui dan mengingat kosa kata yang mereka lihat dan Guru mengalami kesulitan dalam meningkatkan keterampilan kosa kata siswa, karena tidak banyak siswa dapat dengan cepat menghafal kosa kata melalui konsep yang disediakan. Akhirnya Metode guru tidak mengurangi kesediaan siswa untuk dapat mengingat dengan cepat kosakata dalam setiap proses belajar mengajar berlangsung. Sementara itu, peneliti menerapkan salah satu teknik berdasarkan teori yang selama ini membantu dalam menghafal kosakata. Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan terhadap prestasi penguasaan kosa kata siswa setelah mereka diajar dengan menggunakan strategi word wall,sebelum dan sesudah belajar menggunakan strategi word wall. Penelitian ini menggunakan metode penelitian kuantitatif. Populasi penelitian ini adalah siswa kelas 1 MTsN 3 Kerinci tahun pelajaran 2019/2020. Sampel dipilih dengan menggunakan cluster random sampling yang dipilih ke dalam kelas eksperimen dan kelas kontrol. Itu dari kelas eksperimen adalah 14 siswa dan kelas kontrol 14 siswa. Berdasarkan hasil penelitian ini, didapatkan T hitung (14,0) lebih tinggi dari Ttabel (2.17). Itu berarti H1 diterima dan H0 ditolak. itu menunjukkan hipotesis H1 yang menyatakan ada pengaruh yang signifikan strategi word wall terhadap penguasaan kosakata siswa di MTsN 3 Kerinci tahun akademik 2019/2020.

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أَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَ
عَلَى آلِهِ وَاصْحَابِهِ أَجْمَعِينَ. أَمَّا بَعْدُ.

All praise and gratitude be to Allah, giving praise and mercy upon all creatures in the earth, the all wise, the lord of the universe who has given the strength and guidance to the researcher so that the researcher can finish this thesis. Blessing salutation be upon to our prophet Muhammad SAW, that has brought us from nature's darkness to the light of nature lit as we feel at the moment and as a rule of life of mankind in living life in nature that these mortal.

This, thesis, entitled **“The Effect Of Using Word Wall Strategy Toward Student’s Vocabulary Mastery At Mtsn 3 Kerinci The Academic Year 2019/2020** is intended to fulfil the requirement for achieving the degree Strata 1 at English department of education and teacher training faculty of IAIN Kerinci. Finishing this thesis was not simple thing at all and the researcher definitely spent a great deal of time but gave me valuable experience. The researcher realizes that this thesis would not have been completed without any contributions, motivations, and supports from many people. So the researcher would like to express many thanks to the people who have given their time, ideas, motivations and supports:

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16. Pahlizar, as the headmaster of MTsn 3 Kerinci
17. The English teacher and first grade students of MTsn 3 Kerinci for their participation as the participant of this thesis.
18. And all to my best friends in English Department students of IAIN Kerinci.

The researcher realizes that this thesis is still so far from perfect. However the researcher has expectation that this thesis will be useful for everyone who want to study further about Pictionary game. Constructive criticism and suggestion expected from the readers. Hopefully it can be useful for the reader, especially for the English Department students.

At last, the researcher prays to Allah SWT, may this thesis would be useful and may God bless us. Aamiin

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Language is considered as a tool of communication and it cannot be separated from the community because people can communicate with each other by using language as a mean to communicate. Vocabulary is a very basic thing in learning English, before learning a language, the main thing and very important is to know or learn vocabulary, if many vocabulary that we know it will help us in four things that is talking, writing, reading, speaking and listening, why is that? because in learning a language especially international language (English) we will not understand a phrase if not first we learn vocabulary, with vocabulary mastery of a broad, it will be easier for us in preparing or translating a sentence.

Language is very important for all human beings in the world because it is a means of international communication. People use the language to express their idea, feeling, and emotion. In Oxford Advanced learner's Dictionary, "language is the system of sounds and words used by human to express their thoughts and feelings"¹

People need to communication in doing daily activities and making an interaction to other people in their life. English uses as a medium language in all

¹ Thesis liza fauziah (A S Hornby, Oxford Advanced learner's Dictionary, 5 th edition, (new york: oxford university Press, 1995).p.662

aspects of national relationship with other countries such as diplomatic, social, cultural, international commerce and also in education²

Vocabulary is the most important thing that must be mastered in English learning, how can a person be able to express a word if they do not know or understand vocabulary, therefore, vocabulary mastery is something that is absolutely owned by students, considering the importance of vocabulary in English, researchers want to make students able to remember vocabularies quickly. Even if the students are lazy to learn English is : “They have difficulty memorizing or remembering english vocabulary.

Al-Qur'an Surah Al-Baqarah:31

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

“And He taught Adam all the names, then presented them to the angels, then he said : tell me the names of those if you are right.”

“Dan dia mengajarkan kepada Adam nama-nama (benda-benda) seluruhnya, kemudian mengemukakan kepada para malaikat lalu berfirman :”sebutkanlah kepada-ku nama benda-benda itu jika kamu memang orang-orang yang benar.”

Based on the word of Allah Subkhanahuwata'ala above that the vocabulary is very clearly mentioned in this verse, namely names (objects) which are nothing but the forms of vocabulary, here we can see from the beginning the prophet adam was created by Allah Subkhanahuwata'ala has created vocabulary because of that

² George Braine And Claire May, Writing From Sources: A Guide For ESL Students,(California: Mayfield,1996),P.3.(From Skripsi UIN By: Neaty Muttahidah)

vocabulary the word is very important in a language, in that verse Allah Subkhanahuwata'ala also instructs us to know the vocabulary of names (objects) if we want to be among those who are right before God.

However, students still have problem in learning vocabulary, as in MTSN 3 Kerinci. Based on researcher's Interview in MTSN 3 Kerinci, there are some problems encountered by student and teachers among them are students easily forget the vocabulary they memorized through the dictionary and students complain because they cannot reach a predetermined value. Then, they really want to know and remember the vocabulary they see. After that, the teacher has difficulty in improving students' vocabulary skill, because not many students can quickly memorize vocabulary through the concepts provided, as well as teacher, teacher have been trying to give the task to memorize but students are not interested in English lessons, therefore the author is very interested in doing research on vocabulary. So that students can remember, understand and seek better value.

To overcome the problem above the researcher will make a strategy, so to students can remember vocabulary by using a word wall strategy, the word wall is a collection of systematically organized vocabulary that is displayed in large letters and attached to the wall of a class.

Based on the background above, this research will be titled "The Effect of Using Word Wall Toward Students' Vocabulary Mastery at 3 Kerinci MTSN The

Academic Year 2019/2020". This wall word is a strategy to improve English vocabulary, so that it becomes one of the solutions to help students improve their vocabulary well.

B. Identification of The Problem

Based on the background of the problems above, it was found there were some problems that caused why the students' ability to remember vocabulary:

- 1) Students easily forget the vocabulary they memorized through the dictionary.
- 2) Students complain because they cannot reach a predetermined value.
- 3) They really want to know and remember the vocabulary they see.
- 4) The teacher has difficulty in improving students' vocabulary skill, because not many students can quickly memorize vocabulary through the concepts provided.
- 5) The teacher's method did not attract students' willingness to be able to remember quickly the vocabulary in each teaching and learning process take place. meanwhile, the researcher implemented one of the techniques based on the theory that had been helpful in memorizing vocabulary. this strategy was helped the students' to be able to remember about vocabulary in their daily conversation.

C. Limitation of The Problem

Related to identification of the problem above, the researcher limited the research on “The Effect of Using Word Wall on Students’ Vocabulary mastery in Mtsn 3 Kerinci in the academic year 2019/2020”. Based on this research will be limited on vocabulary aspects. they are Synonym, Antonym, Meaning and Translation.

D. Research Questions

On the basis of the background, the research questions is followed:” Is there any significant effect of using word wall strategy toward students’ vocabulary mastery at MTSN 3 Kerinci the academic year 2019/2020 ?”

E. Purpose of The Research

Based on the research problem above, the purpose of the research are follow :
To Find whethere there is Any Significant Effect Of Using Word Wall strategy Toward Students’ Vocabulary Mastery At MTSN 3 Kerinci The Academic Year 2019/2020.

F. Significance of The Research

The result of this research is expected to be use for :

1. For The Students

For students, this research is expected to be a solution for problems they face in learning English vocabulary, by applying the way to learn using the word wall strategy.

2. For The Teacher

For teacher, the results of this study is expected to help them apply word wall technique to train student to be more accustomed to learn to vocabulary.

3. For The Researcher

The Researcher, it will gave large feedback of knowledge about learning and remember every word English using the word wall strategy.

G. Definition of Key Term :

- 1) Vocabulary mastery is component of a language that maintains all of information about meaning and using word in language.
- 2) Word wall is an strategy interactive collection of words or parts of words used to teach vocabulary, spelling, letter-sound correspondence, and more.
Word walls are used as a tool to teach language concept.
- 3) MTSN 3 kerinci is one of Islamic junior high school in Kerinci located in Semerah, it is state school under religion minlsteng control.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1) Vocabulary

a. Definition of Vocabulary

Vocabulary cannot be separated from the language, it is an important part of language. Hari Mukti Krida Laksana points out Vocabulary Is Component of A Language That Maintains All of Information About Meaning And Using Word In Language.³ It means that vocabulary is the important part of language, without vocabulary the language cannot be used to maintain all information in language.

According to Krashen and Terrel stated in David Nunan book "the status of vocabulary has been considerably enhanced. This has come about partly as a result of the development of communicative approach in language teaching."⁴

Vocabulary is all the words that a person knows or uses. Moreover, Averil stated that vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.

³ Harimukti Krida Laksana, *Kamus Linguistic*, (Jakarta: PT Gramedia Pustaka Umum, 1993), P.127

⁴ David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall, 1991), P. 117.

Hornby (2000) at advance learner of current English says that vocabulary is :

- 1) all word a person know or uses,
- 2) all word in a particular language,
- 3) words people use when they speak,
- 4) words with their meaning in books to learn a foreign language.

Correspondingly, Webster states that vocabulary is a list of words and sometimes, phrases, usually arranged in alphabetical order defined as dictionaries ,glossaries or lexicon, all language words :and all words used by a particular person ,class, profession, etc.

The definition about vocabulary is clear enough that is almost cases of human life, they use set of words. The use of words itself differentiated according to the field, person, class, or profession. It means that beggar use set of words to ask for some money to rich people, the teacher also use set of word when their students command. The writer has opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication.⁵

From some of the opinions above can the researcher conclude that, the vocabulary is the most important element in learning English, where the vocabulary is very influential in learning English, so the vocabulary is the foundation of every language especially remembering the words around us, with each person's vocabulary will understand the meaning of each word they see.

⁵ Skripsi Ika Ramadhani Lubis, improving student's vocabulary mastery by using fly swatter game in the first grade of mtsn persatuan amal bakti(pab) 1 helvetia. hal.21

2. Kinds of Vocabulary

In teaching vocabulary, besides knowing the methods the teacher should know the material. There are many classifications made by expert in language area about the kind of vocabulary.

According to Evelyn Hatch and Cheryl Brown, vocabulary can be divided into two kinds, they are as the following :

1. Productive vocabulary

Productive vocabulary is the words, which the students understand, can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak and write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.⁶

A learner's active vocabulary consists of the total number of lexical item which he can accurately use in speech and writing. A learner's passive vocabulary will always be larger than his active vocabulary as he will have heard or read items which he will never need to use, and

⁶ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*. (Cambridge University Press 1995) p. 370

he will be able to understand approximately many items which he cannot use with any degree of accuracy.⁷

2. Receptive vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in a context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary.⁸

According to Gairns and Redman receptive vocabulary is “Receptive vocabulary is the language items which can be recognized and comprehended in the context of reading and listening material, and productive vocabulary is language items which the learner can recall and use appropriately in speech and writing.”⁹

Based on the explanation above, the researcher conclude that productive vocabulary is the words, which the students can pronounce and understand correctly in speaking and writing. While receptive vocabulary is the words, which the students understand when they occur in a context, but can't produce correctly.

⁷ Nurgun Akar, *Teaching Vocabulary; Bridging the Gap between Theory and Practice*, (Brincy Baski; Eylul 2010) p. 17

⁸ Evelyn Hatch, Cheryl Brown. *Vocabulary, Semantic, And Language Education*, (Cambridge University Press, 1995) p. 370

⁹ Ruth Gairns and Stuart Redman. *Working with Words. A guide to teaching and learning vocabulary*, (Cambridge University Press), p. 64.

3. Teaching Vocabulary

A teaching theory is viewed as something that is constructed by individual teachers.¹⁰ From this perspective, teaching is viewed as driven by teacher's attempts to integrate theory and practice. Teacher-education programs give teachers grounding in academic theory and research, which they test out against the practical realities of teaching.

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning.¹¹ Teaching words is a crucial aspect in learning a language as languages are based on words¹². It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language.¹³ Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language.¹⁴

3. The Importance of Vocabulary

¹⁰ David Nunan, *Practical English Language Teaching; Young Learner* (International Edition, McGraw-Hill, Singapore) p. 123

¹¹ Mofareh, Alqahtani. (2015). The importance of vocabulary in language learning and how to be taught. *international journal of teaching and education*, vol. III(3), pp. 24

¹² *Ibid*,24

¹³ *Ibid*.24

¹⁴ *ibid*. 24

Vocabulary must be important factor in the language teaching and learning especially in English because words are essential for communication. Someone who has limited vocabularies will find difficulties to communicate with others. Actually, vocabulary can help someone in learning four language skills that are speaking, listening, reading and writing. Vocabulary is a core component of language proficiency and provides much of the basis for how well someone learners speak, listen, read and write. The extensive vocabulary and strategies for acquiring new vocabulary is very necessary.

4. Aspect Of Vocabulary

Harmers opinion can be added. In his book, Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

a) Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme.

Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. For example question attaches to the word arrangement in the sentence *is he a student*. A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.¹⁵

b) Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean “same and name”. Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.¹⁶

A synonym is a word or phrase that means exactly or nearly the same as another lexeme (word or phrase) in the same language. Words that are synonyms are said to be synonymous, and the state of being a synonym is called synonymy. For example, the words begin, start, commence, and initiate are all synonyms of one another.¹⁷

for example :

¹⁵ Skripsi Imas Febriyansyah, *Improving Students' Vocabulary Mastery Through Bingo Game For Garde X Of SMAN*. Hal.14

¹⁶ Ibid, hal.15

Word	Synonyms
Look	See
Use	Wear
Good	Excellent

For example in sentence:

Andi uses bicycle to go to school. He is wear blue t-shirt. From the example, we can see that the uses of use, and wear, in the sentence have same meaning or synonyms but it sused in different context. Use can be used to describe for everything in general, while for wear is used to describe for something that will be used in the body

c) Antonym

Antonym is the opposite of meaning. It derives from Greek, “ant- and -nymy”, the two parts mean “opposite + name”. Antonymy deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.¹⁸

¹⁸ *Ibid, Hal 15*

A word that has the exact opposite meaning of another word is its antonym. Life is full of *antonyms*, from the "stop" and "go" of a traffic signal to side-by-side restroom doors labeled "men" and "women."¹⁹

for example :

Words	Antonyms
Man	Woman
Old	New
Young	Old

The example in sentence:

Mr. Yayan karyana is a young man.

He is an old man.

My uncle has two old cars.

My uncle has two new cars

d) Denotation

Denotation is conceptual meaning and dictionary meaning denotative meaning is also called as some terms such as den notational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or

¹⁹Pickering & R.J., Marzano.2005, Journal NBSS (The National Behavior Support Service) P. 1. *Merzano's Six Steps to Effective Vocabulary Instruction.*

proportional meaning. This is called denotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.²⁰

e) Connotation

Connotation is more complicated than denotation. Denotation is the meaning of a word which has added the component of meaning related to emotional overtones. states that connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.²¹

f) Use

According to Nation there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc), and giving a well known opposite or a well known word describing the group or lexical set it fits into.

²⁰ *Ibid Hal 15*

²¹ *Ibid Hal, 16*

The use aspect of vocabulary covered three also sub-aspects such as grammatical function, collocation, and constraint on use. The grammatical function aspect concerns in what patterns does the word occur and in what patterns must we use this word, for example the complete sentence such as ‘You bring the book’ makes the words have meaning, and every pattern has the different meaning.²²

g) Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

According to Ur there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).²³

h) Pronunciation

Cook defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and

²² Scoot Thornburry, *How to Teach Vocabulary*, (Edinburgh: Pearson Educated Limited, 2002), p. 23-24.

²³ *ibid*, hal 17

overcome the difficulties resulting from the first language. Pronunciation is the production of sounds that is used for making meaning.²⁴

B. WORD WALL STRATEGY

1) Definition of Word Wall

A word wall is an interactive collection of words or parts of words used to teach vocabulary, spelling, letter-sound correspondence, and more. Word walls are used as a tool to teach language concept.

According to Marzano Robert J, word wall is an ongoing, organized display of key words that provides visual reference for students throughout a unit of study or term. These words are used continually by teachers and students during a variety of activities. There are ways to make efficient word wall, practical and memorize easily. Word wall is interactive media in classroom to advocate learning of vocabulary.²⁵

2) The Characteristic of Word Wall

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²⁴ Farrell Thomas,2017,Iranian. Journal Of Language Teaching Research (IJLTR).P.120..(*On The Accessibility Of Phonological, Orthographic, And Semantic Aspects Of Second Language Vocabulary Learning And Their Relationship With Spatial And Linguistic Intelligences*).

²⁵ Marzano, Robert J. Building background knowledge for academic achievement: Research on what works in schools. Alexandria, Virga: Association for supervision and curriculum Development, 2004. (P 68 and 69) ISBN 0-87120-972-1.

According to Brabham & Villaume,²⁶ every teacher is different when deciding on how to display, arrange, and use word walls in the classroom, but there are some common characteristic:

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

3. Advantage Using of Word Wall

a. Advantages using word wall :

- 1) to support the teaching of important general principals about word and how.

²⁶ Brabham, E. G., and S.K.Villaume,2001. Building walls of words. The reading teacher, P.61

- 2) To develop a growing core of words that become part of reading and writing
- 3) to make students practice English for communication and to create using language
- 4) to create a variety of word wall using teachers own word
- 5) The teacher can choose the vocabulary topic or grammar item form a large database of exercise. all exercise in interactive and simple in learning English , such as : matching word, word association and missing letter.

4.Word Wall Strategy

A Word Wall is a literacy tool composed of an organized collection of words which are displayed in large visible letters on a wall, bulletin board, or another display surface in a classroom. It helps to facilitate students to improve their vocabulary. It is definitely adaptable to any subject and any grade level and has been proven to be extremely effective learning and teaching tools. If teachers have their own classrooms, they can create word walls.²⁷

Word walls come in many varieties. They are most often arranged alphabetically, but can just as easily be arranged by topic or classes of word. Pictures can also be included next to words. This media can be designed to improve individual or group activities that can involve students in making process. By using word

²⁷ Journal ananda wilsana, Teaching vocabulary to grade VIII Students At Smp Negeri 9 Palu by using word wall strategy.hal.25

wall strategy is expected that students could increase understanding of the English vocabulary without depend on the use of a dictionary or even the meaning of the word given by the teacher. The use of the Word Wall Strategy in teaching vocabulary can lead the students to actually use the language. As they improve their knowledge of words and their meanings in different contexts, they build confidence and become more active learners. ²⁸

2). Action

In this activity it has scenario learning process it should be based on the teaching vocabulary by using word wall media as like that:

- a) The first meeting, the teacher gives pre-test to students and asks them to do the test.
- b) The teacher explains a purpose of using the word wall. Word walls may be used to help students learn high frequency words, or they may be used to develop vocabulary around a theme.
- c) Select the words that are targeted for instruction. select a few words for teaching and post them on the wall. Teachers choose words that correspond to students' ability

²⁸ Pourhossein Abbas,2017,International Journal of *Researchin English Education* (IJREE)P.2. From:
[Http://ijreeonline .com](http://ijreeonline.com).

who are able to students remember and learn. Words on the wall need to be spelled correctly and written legibly.

d) Before teaching word wall, the students should practice vocabulary in the other words to make students more creative in teaching vocabulary using word wall.

e) The teaching of the word, the students begin to understand the meaning of a word, so that students are able to learn vocabulary by using the word wall. Because word walls are effective when they are interactive, teachers guide discussion of the readings to include new and interesting words that students discovered in their readings.

f) The activities conducted by placing the words on the wall or on the blackboard and students are required to mention such words or preferably by using pictures and then look it was written on the board. For the word wall to be effective, members of the learning community must use them.

g) In the end the teacher gives evaluation.

5. The Goals of Word Wall

According to Patricia Antonacci,²⁹ word wall has many goals; they are as follow:

²⁹ Parricia A Antonacci ,(2014), *Strategies for middle and secondary classrooms*,Second edition, P,38.

1) Support the teaching of important general principles about words and how they work. correspond to students' ability who are able to students remember and learn. Words on the wall need to be spelled correctly and written legibly.

2) Foster reading and writing.

3) Provide reference support for children during their reading and writing.

4) Promote independence on the part of young students as they work with words in writing and reading.

5) Provide a visual map to help children remember connections between words and the characteristics that will help them form categories.

6) Develop a growing core of words that become part of a reading and writing vocabulary.

C . Review of Related Findings

Related to the present research, the researcher needs to review related findings research of similar topics in order to find out the similarities and differences between the research and this research. The related findings researches that used by the researcher are :

First, The writer takes some reviews of related literature from other thesis as principle or comparative in this research. The first one had been done by Nur Aeni Kasim entitled Increasing Student' Vocabulary Mastery By Using Word Wall (CAR of second year of SMPN 6 Makassar in the academic year of 2010-2011). The first research focused in her writing concern to increase the students' vocabulary while this research concern to increase the students' vocabulary mastery especially in components of noun and verb. The research prepares material about noun and verb, and then there is interaction process used CAR, consist of two cycles, of cycle 1 the teacher designed and planned teaching activity based on the teaching program. After that research was conducted in two cycle, and it will be continued in the cycle 3 if the result of cycle 2 is not significant. It aims at observing the using of Word Wall Media in increasing the students' vocabulary mastery. The research subject of this 21 classroom action research is the second grade students in class VIII. The class consists of 41 students with the 21 woman and 20 men.³⁰

³⁰ Nur Aeni Kasim entitled Increasing Student' Vocabulary Mastery By Using Word Wall (CAR of second year of SMPN 6 Makassar in the academic year of 2010-2011)

Second , The previous study which examines the effectiveness of word wall media was done by Neni Tri Setyowati entitled The Effectiveness Of Word Wall Media In Teaching Vocabulary On The Seventh Grade Student's Mts Negeri Bandung Tulung agung In Academic 2014-2015. The second research uses the quantitative research. First the method research establishes a purpose for using the word wall. Then research selects the words that are targeted for instruction to the students in the class. The research give new vocabulary related with topic before research gives the sentences. The students before teaching word wall students should practice vocabulary in other words to make students more creative in teaching vocabulary using word wall. After research give new vocabulary the students give the sentences and reading the sentences. When the students finished read the sentences students may post words to the wall. The research subject of this quantitative research is the first grade students in class VII. The class consists of 45 students with the 24 woman and 21 men.³¹

Third , this researcher entitled The Effectiveness Of Using Word Wall Media Toward Students Vocabulary Mastery Of Eight Grade In Mts Negeri Bandung, in here there are little different with the two previous above. In the research give explain about word wall to the students. After the students understand the research gives a short story but before that the research divides in the few groups. Then research gives 15 minutes to discussion with the group. The researcher wants the students look for

³¹ Neni Tri Setyowati entitled The Effectiveness Of Word Wall Media In Teaching Vocabulary On The Seventh Grade Student's Mts Negeri Bandung Tulung agung In Academic 2014-2015.

vocabulary in the text. The research ask students to write one word in the focused of noun in the short story. Finally, the students write result in the sheet. Then the research chooses the word to make word wall. After that, the researcher writes the word in the colours sheet to can interesting when the vocabulary read. Finished write the vocabulary in the colours sheet the researcher patch the sheet in the wall or blackboard. The researcher requests the students to remember the vocabulary. After the students remembers the vocabulary. The researcher in the next meeting requests the group to make a sentence from the vocabulary. Then, the students' in front of the class to write result from the discussions. The researcher crosschecks the work every groups. The research subject of this quantitative research is the second grade students in class VIII. The class consists of 46 students with the 22 woman and 24 men. After the researcher has done her study, the researcher can conclude that the students who are taught word wall media better.³²

Based on the research supported wants conduct research related to English vocabulary, especially about vocabulary teaching. Researcher used first class students at MTsN 3 Kerinci as a research subject. Difference between and this research can be seen from what aspects researchers do. The first researcher focused on writing for students at Makassar 6th junior high school, the second researcher focused more on reading sentences for students in MTsN Negeri Bandung. Third researcher focused noun in the short story in Eight Grade MTsn Negeri Bandung and so does my

³²Nurcahyani, Dian Rizki. entitled The Effectiveness Of Using Word Wall Media Toward Students Vocabulary Mastery Of Eight Grade In Mts Negeri Bandung.(2016).

research , I am more focused on 4 aspects of vocabulary, namely Synonym, Antonym, Meaning , Translation.

Based on the description taken above, the researcher takes the titled this research “The Effect of Using word wall strategy toward students vocabulary mastery at Mtsn 3 Kerinci the academic year 2019/2020.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used quantitative research method. Quantitative research is scientific investigation that includes both experiments and other systematic methods that emphasize control and quantified measures of performance.³³ Quantitative researchers are concerned with the development and testing of hypotheses and the generation of models and theories that explain behavior. There are several types in quantitative research, there are: Descriptive, Comparative, Correlation, Survey, Ex Po Facto, Experiment.³⁴

This research used experimental research design because this method establishes cause and effect relationship. The researcher conducted design of this study is Experiment design with Quasi-Experiment. Quasi-experimental designs are meant to approximate as closely as possible the advantages of true experimental designs where the problems mentioned above occur, such as having to implement a programme in a natural school setting.³⁵

³³ Wayne K. Hoy and Curt M. Adams, *Quantitative Research in Education A Primer Second Edition* (SAGE Publications, Inc.2016) p. 21

³⁴ Iskandar, *Metodologi Penelitian Pendidikan dan Sosial (Kuantitatif dan Kualitatif)*, (Jakarta: GaungPersada Press, 2009), Cet. 2, hlm 61-66.

³⁵ Daniel Muijs, *Doing Quantitative Research in Education with SPSS* (Sage Publications Ltd; 2004) p. 26

Table 1 : Research design

Group	Pretest	Treatment	Posttest
Experiment	T1	X	T2
Control	T2		T2

Where :

T1 : Pre –test

T2 : Post-test

X : Treatment (Teaching vocabulary using word wall strategy)

B. Population, Sample and Sampling

1) Population

Population is all of subject in research that before founding from the interesting researcher to the region that occupy the subject. More technically, the population is a sample space of elementary event. Another way to think of the population is a set of units from which the researcher will sample. The units need not to be restricted to people; researchers may be interested in animals or objects.³⁶

³⁶ Skripsi, Nurcahyani Rizki Dian, *The Effectiveness Of Using Media Toward Student Vocabulary Mastery: 2006*

The population is the group of people we want to *generalise* to. Population is the whole object that is study in the form of people objects, events, values and things that happen.³⁷

The population is The Subject Of research. population in this research is all the students at seven grade of MTSN 3 Kerinci.

Table .2 The Total of Students at The First Grade of Mtsn 3 Kerinci

No	Class	Students	Students	TOTAL
		Male	Female	
1	VII A	7	7	14
2	VII B	8	6	14
3	VII C	9	6	15
	TOTAL	24	19	43

2) Sample

In this study, the researcher took the VII class as a sample of this research. This class consisted of 28 students of first grade at MTs Negeri 3 Kerinci. The sample is class VII A consisted of 7 male and 7 female and class VII B of male 8 and 6 female.

³⁷Zainal Arifin, 2011, *Penelitian Pendidikan*, (Bandung: PT Remaja Rosdakarya) hlm. 215.

In this research, the researcher used the technique model cluster random sampling. The researcher took two classes the seven grade students of MTSN 3 Kerinci as the sample by using cluster random sampling. it means a class as experiment class and a class as control. The researcher get two classes as sample.

Table3: The Total Of Sample Of The Research

No	Class	Students	Students	TOTAL
		Male	Female	
1	Experiment Class	7	7	14
2	Control Class	6	8	14
	TOTAL			28

The sampling was conducted using the following steps:

- a) The researcher collected the score of the first English language dialogue tests of all students in first grade students of MTSN 3 Kerinci. Then mean and standard deviation calculate to know homogeneity.
- b) Normality test. it used to know were the sample on the population have normal distribution or not. Saphiro wilk SPSS.
- c) Homogeneity variance test was using variance test (F-Test) of SPSS . after the population homogeny, the researcher used cluster sampling to

get the sample classes. the sample classes has been chosen by mixing the classes name or chosed randomly.

B. Technique of Data Collection

Test is used to measure the ability of the object that is researched. In this research the researcher used tryout, pre-test and post-test.

1) Pre-test

Pre-test is given in order to know how far the students can be remember of vocabulary with using word wall strategy. In this research, the researcher gave the pre-test for experiment and control.

2) Post-test

Post-test in order to know the student development on remember with using word wall strategy. In this research, the researcher gave the pre-test for experiment and control.

C. Research Instrument

The instrument of this research was test. The test aimed to know the students' vocabulary. Base on Dadang Kuswana in his book *Metode Penelitian Sosial*, the determination and the preparation instrument research is part of the research is very important. Instrument is tools that used to do with the research. For example instrument to the test is test or a matter of tests, instrument to the inquiries or

questionnaires is inquiries or questionnaires instrument to methods observation is check-list and instrument for method documentation is documentation guidelines and check-list.³⁸

Instrument has important function in this research. Using an instrument is one of the significant steps in conducting this research. The researcher used one kind of instrument that was vocabulary test. The aim to do test is to know Word Wall strategy effective or not for the students to learn vocabulary. The material of the test will be taken from English book to add more vocabularies which related to their subject and based on Junior High School curriculum.

In quantitative research is always depends on measuring instrument that used in research, to measure the instrument through two concepts that must understand when the researcher measuring test. They are validity and reliability.

Table 3 : Number of test items

No	Indicators of Vocabulary	Number of Test Item
1	Synonym	1, 9, 11, 12, 13, 22
2	Antonym	4, 6, 8, 10, 25
3	Meaning	5, 7, 14, 16,
4	Translation	2, 3, 15, 17, 18, 19, 20, 21,23, 24

³⁸Dadang Kuswana, *Metode Penelitian Sosial*, (Bandung: CV Pustaka Setia, 2011), hlm 159.

D. Try Out

In this research, the researcher uses multiple choice tests. Multiple choice tests are popular way of testing. They are easy and they are easy to design. Moreover, the multiple choice format can be used with isolated words, word in a sentence context, or word in whole texts. In addition this objective test to know the student's vocabulary mastery. The test use four alternatives (A, B, C, D) in each item, and the students are required to choose the correct answer by crossing one of four options provided in the test sheet. The indicator appropriate for seventh grade students of junior high school. The indicator are synonymy, antonym, meaning, translation. In determining the students score, the researcher will mark 1 for each item which is answered correctly and will mark 0 for the wrong answer. The test is used to know the students vocabulary mastery after being given treatment. Test in this research consist of pre-test and post-test. Before giving pre-test and post-test, the researcher conducted try out of test item first to get the validity and reliability of the test. Try out test give to another class that control and experimental group not involved that is C class. The total of the questions are 30 items.

A) Validity

The Validity is a measure that really measures what will be measured. A test can be said to have high validity if the test performs its measuring function.³⁹ Validity is a

³⁹Ety Rochaety, *Metodologi Penelitian Bisnis; Dengan Aplikasi SPSS*, (Jakarta: Mitra Wacana Media 2009) Hlm 57.

term that describes the ability of an instrument to measure what you want measured.

Validity means talking about the validity of a measuring instrument to get the data.

How to calculate the validity of a test can be done among other by using the formula with product moment correlation, as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} : Correlation coefficient between item scores (X)and total score(Y)

N : Many subjects

X : Score items or score statement items/question

Y : Total score.⁴⁰

a. The Result Of Try Out

Before conducting the real research firstly the instrument had been try out to another class at VII grade of MtsN 3 kerinci. Firstly the researcher give the try out before giving the items to the sample. The try out aimed to identify the difficulty index, discrimination power index, validity of vocabulary test, and reliability with the

⁴⁰Karunia Eka Lestari, and Mokhammad Ridwan Yudhanegara, *Penelitian Pendidikan Matematika*, (Bandung: PT RefikaAditama, 2017) hlm 193.

time allocated for about 60 minutes. The students must be read the text carefully, and then the students in try out class must answer the question directly.

1) Difficulty Index Of Item

There were 30 item to used try out at Mtsn 3 Kerinci as object. and after the researcher do try out to the students, the result of difficulty index were obtained 9 items got Hard levels and 21 items got average levels. The items that got hard levels were number 7, 11. 17, 18, 20, 26, 28, 29,30, with value hard < 0.30 , while the items that got average levels were number 1, 2, 3, 4, 5. 6, 8, 9, 10, 12, 13, 14, 15, 16, 19, 21, 22, 23, 24, 25, 27, with different values.

2. Discrimination Power Index

In this result, there were 1 item got very good with numbers 8 level with the value $DP = 0.73.$, and 9 items got enough levels, and 6 items god bad levels and 14 items got good levels .It means that the tests have a good discrimination power index.

3. Validity Of Vocabulary Test

Validity used to analyze whether the instruments were valid or not. The validity test of the question itself has three form, they are : Content validity, construct validity and face validity. To find out face validity, the researcher ask a English lectuter in IAIN Kerinci as validator to check it out. The researcher done try out at MTsN 3 Kerinci.

After the data is obtained, then the data is analyzed by using SPSS 22 with *r-Product Moment Formula*. With the criteria:

If $R\text{-count} > R\text{-table}$ = the items is valid.

If $R\text{-count} < R\text{-table}$ = the items is invalid.

Based on the criteria of validity, the questions stated are not valid are not use in as instruments of test.

b. Reliability

Reliability is very important for instrument. The measure tool is say to be reliable if the measurement is consistent and accurate of research.⁴¹ The reliability test in this research was carried out with the help of the SPSS 22 computer program with the *Cronbach Alpha* formula with decision making criteria:

If the *Cronbach Alpha* > 0.6 the data is reliable.

If the *Cronbach Alpha* < 0.6 the data is not reliable.

The results calculations are presented in the table below:

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Table 7
Reliability Statistics Pre Test and Post Test

	Cronbach's Alpha	N of Items
Pre Test	,941	30

⁴¹Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif*, Jakarta : PT Bumi Aksaa, 2012. p.90

Table 7
Reliability Statistics Pre Test and Post Test

	Cronbach's Alpha	N of Items
Post Test	,960	30

Source: Out Put SPSS 22

Based on the results of the data analysis in the table above, its known that the Cronbach's Alpha value for pre test $0.941 > 0.6$ and Cronbach's Alpha value for post test is $0.960 > 0.6$ it means that data pre test and post test are **Reliable**.

Based on the recapitulation above, from 30 items of pre test and post test that were tasted for validity in VII grade of MTsN 3 Kerinci. As a result, the researcher found the pre- test 25 questions was valid and 5 questions was not valid to try out pre test and post test.

c. Reliability of The Test

Reliability is a necessary characteristic of any good test for it to be valid at all and test must be reliable as measuring instrument. The researcher gives test 30 questions for students of MTs 3 Negeri to know the reliability of test.

A reliable test is consistent and dependable. Reliability were defined an consisting of measurement across different characteristics facets of a testing situation, such as different prompts and different raters. In the reaserch, the researcher used inter-rater reliability.

Reliability is consistent of a test and the results do not change if the measurements made with the measuring instrument are carried out continuously. Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score are. Reliability of the test can be determined by using the Spilt half method in order to estimate the reliability of the test. To measure coefficient of the reliability the first and second half group.

The formula will be used to determine the reliability of the instrument test type subjective or instrument non-test is the formula as follow:

$$r_{11} = \left[\frac{n}{n-1} \right] \left[1 - \frac{S^2 - \sum \delta i^2}{\delta t^2} \right]$$

Where:

r_{11} : Test reliability of instrument

n : The number of question items of the question

p : Subject proportion who has correct answer on each question items

S^2 : Total of variant.

p : Number of degree answer.

q : the number of fault answer (1-p).⁴²

Therefore, the researcher used inter-rater reliability to look at the reliability of the scoring test of the students Vocabulary mastery. The criterion of inter-rater had experience in teaching English .

⁴²Suharsimi Arikuto. *Dasar-Dasar Evaluasi Pendidika* (Edisi Revisi). (Jakarta: PT umi Aksara, 2015). Hlm. 100..m

E. Technique of data analysis

For the result of this research, the researcher would perform hypothesis testing. where in hypothesis testing, the researcher would used t-test formula to analyzed the data. However, before testing the hypothesis the researcher would test the normality and homogeneity of data.

a) Normality of the test

Normality of test purposes to find wether the data is distribution normal or not. In the research the researcher used Shapiro Wilk formula of SPSS version 22. Then if the normality score was more then 0.05, it could be said that the data distribution was normal. on the contrary, if the score of normality test showed less than 0.05, it coul be said that the data distribution was not normal.

The step to check normality test as follows:⁴³

1. Open SPSS version 22 software program

2. Click variable view and complete those colums :

- a. Name: write class in the first row. This is to indicate and differentiate between the experimental class and controled class. Write score in the second row.

- b. Type column is numeric

⁴³ www.spssindonesia.com/uji-normalitas-kolmogorov-smirnov-spsshtml. accessed on Monday, February 24 2020 08.50 PM

- c. Width column is filled with 8
 - d. Decimal is changed from 2 to 0
 - e. Label column is left blank value column is none
 - f. Missing column is none
 - g. Aligh column is right
 - h. Measure column is unknown
 - i. Role column is filled with input
3. Click data view, in score column, compute

b) Homogeneity test of variance

The homogeneity test of variance conduct to find out whether the sample used in this research obtain from homogeneous population or not. The formula for test homogeneity of variance as follows:

If the price of F was found, the subsequently compare to

F table Hypothesis testing criteria is Ho if:

F hitung < F table: variance value than homogeneous

F hitung > F table : variance value compare are not homogeneous

c) Hypothesis test

Hypothesis test was do to know whether any significant effect of word wall strategy on the student's vocabulary. In this research the hypothesis test do by using t-test as follows:

1) Ho

The hypothesis could be identified as the null hypothesis if the word wall strategy did not give the significant effect on students vocabulary mastery at MTsN 3 Kerinci.

2) H1

The hypothesis could be identified as the null hypothesis if the word wall strategy showed the significant effect on students vocabulary mastery at MTsN 3 Kerinci.

Then, the criteria of the hypothesis were showed as follows:

- a) If t-test (t_0) < t-table (t_t) in significant degree of 0.05, Ho was rejected.
- b) If t-test (t_0) > t-table (t_t) in the significant degree of 0.05, Ho was accepted.

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CHAPTER IV

FINDING AND DISCUSSION

This chapter presented the researcher finding of the research that had done from 16 December - 16 February about the effect of using word wall strategy toward student's vocabulary mastery at MTsN 3 Kerinci. From this research the researcher found the data as follows:

A. Data Presentaion

In this chapter the researcher present about the results of research that have done from 16 December – 16 February 2019.

Word wall strategy was used to vocabulary mastery in learning process. This study was conducted to find out whether there is difference between the students who are taught using word wall strategy and those are taught without using word wall strategy. This study used quasi experimental designed which consists of two subject experimental and control group. One class, VII A consists of 14 students', was selected and split up into two groups as the sample of the research. From such class, the researcher got VII A as the experimental group and VII B as the control group.

This study was conducted by the researcher to find out how the teacher uses word wall strategy in teaching and learning English, how the effect of using word wall strategy toward students vocabulary mastery and whether students who are

taught through word wall strategy have better vocabulary mastery than those who are not taught through word wall strategy. The data was collected from the students' pre-test and post-test score and questionnaire. The pretest was conducted first to the experimental and control group. The result of the pretest provides information about both of groups' vocabulary. The posttest was administered then to both of groups after the experimental group got the treatments and the control group taught through conventional teaching.

1. The Result of Pre-Test and Post-Test of Control Group

a. The Result of Control Group's Pretest Score

The members of control group were the students of VII B. The students consisted of 14 students as the sample. In the control group, the students were not taught through word wall strategy. But, the students were taught through conventional teaching which is usually done by the teacher. The main data of the control group's scores were collected from pretest and post-test. The pretest was aimed to know the students' vocabulary mastery at the control group. The pretest of the control group was administered on Friday, December 11th 2019. There were five categories with five levels. The result of the students' pretest score is presented as follows:

Table 9 : Score Pre-test and post-test Control class

No	Students	Pre-test Control (Score)	No	Students	Post-test Control (Score)
1	AH.	36	1	AH.	32
2	AM.	24	2	AM.	36
3	AD.	16	3	AD.	24
4	AR.	36	4	AR.	48
5	MN.	24	5	MN.	28
6	MR.	24	6	MR.	24
7	MS.	20	7	MS.	16
8	NS.	48	8	NS.	32
9	RM.	76	9	RM.	76
10	RPA.	48	10	RPA.	64
11	SA.	48	11	SA.	32
12	SP.	44	12	SP.	48
13	VA.	32	13	VA.	48
14	ZDA	92	14	ZDA	72
	Total	568		Total	580
	Mean	40.57		Mean	41.42

1) Scoring of Test Result

A. Control Class

a. Pre -test

The control class where a class was taught without using word wall strategy on students vocabulary mastery. In this class, there are 14 students. The researcher gave a pre-test in advance to find out the students score and also the students ability before the teaching and learning process about vocabulary mastery is carried out.

In this result, there were 14 students in the control class. Where 1 students got value 16, 1 students got value 20, 3 students got value 24, 1 students got value 32, 2 students got value 36, 1 students got value 44, 3 students got value 48, 1 students got value 76, and the only one got value 92.

Based on the value above, after holding pre-test on the control class at the obtained results were the average value of the control class was 40.57. However, the average value of control class were still below the minimum completeness when it is compared with the maximum score is 92.

b. Post-test

A post-test of experiment class purposed to know outcomes of learning the vocabulary mastery was taught by using word wall strategy on the students vocabulary mastery. To look how far the improvement of the score, the researcher gave post -test to the control class to know the students last score after teaching and learning process of vocabulary mastery done.

In this result, there were 14 students in the control class. Where 1 students got value 16, 2 students got value 24, 1 students got value 28, 3 students got value 32, 1 students got value 36, 3 students got value 48, 1 students got value 64, 1 students got value 72, and the only one got value 76.

Based on the value above, after holding pre-test on the control class at the obtained results were the average value of the control class was 41.42. However, the

average value of control class were still below the minimum completeness when it is compared with the maximum score is 76.

2. The Result of Pre-Test and Post-Test of Experimental Group

The data was collected from two groups; the experimental and control groups. The pretest was administrated before the word wall strategy was implemented in experimental group.

Pretest was conducted on Monday, December 16th 2019. The pretest in experimental group was given on the first meeting, while the control group was given pretest on the second meeting. Pretest was conducted by the researcher as the replacement of the English teacher. The researcher asked the students to tell material from book entitled "Describing People". The pretest was conducted to determine the students' English vocabulary.

A. The Result of Experimental Group's Pretest Score

In this study, the experimental group was the students of VII A. The researcher took 14 students as the sample of the experimental group. In the experimental groups, the students were given treatments by teaching them using word wall strategy. The main data of the experimental group were collected from pretest and post-test.

The data from pretest was aimed to measure the students' vocabulary before they got the treatments. The pretest of the experimental group was done on Monday,

December 16th 2019. In pre-test, students were asked to use the word wall strategy. The topic was my new classmate. So, the students were free to choose one of word in the my new classmate. The whole scoring of the effect of using word wall strategy toward student vocabulary mastery. There were four categories with four levels to score the students vocabulary. The whole of the students' pretest score are presented as follows:

Table 10 : Score Pre-test and post-test Experiment class

No	Students	Pre-test Experiment (Score)	No	Students	Post-test Experiment (Score)
1	A	52	1	A	88
2	A	28	2	A	56
3	AF	56	3	AF	72
4	DRS	60	4	DRS	88
5	DDJI	44	5	DDJI	68
6	EDP	40	6	EDP	84
7	FN	32	7	FN	76
8	IFH	20	8	IFH	76
9	KA	16	9	KA	56
10	MA	48	10	MA	84
11	MFA	40	11	MFA	64
12	NW	84	12	NW	96
13	IM	52	13	IM	72
14	RAR	32	14	RAR	60
	Total	604		Total	1.040
	Mean	43.14		Mean	74.28

1) Scoring of Test Result

A. Experiment Class

a. Pre-test

The experiment class where a class was taught using word wall strategy on students vocabulary mastery. In this class, there are 14 students. The researcher gave a pre-test in advance to find out the students' score and also the students' ability before the teaching and learning process about vocabulary is carried out.

In this result, there were 14 students in the control class. Where 1 students got value 16, 1 students got value 20, 1 students got value 28, 2 students got value 32, 2 students got value 40, 1 students got value 44, 1 students got value 48, 2 students got value 52, 1 students got value 56, 1 students got value 60, and the only one got value 84.

Based on the value above, after holding pre-test on the control class at the obtained results were the average value of the control class was 43.14. However, the average value of control class were still below the minimum completeness when it is compared with the maximum score is 84.

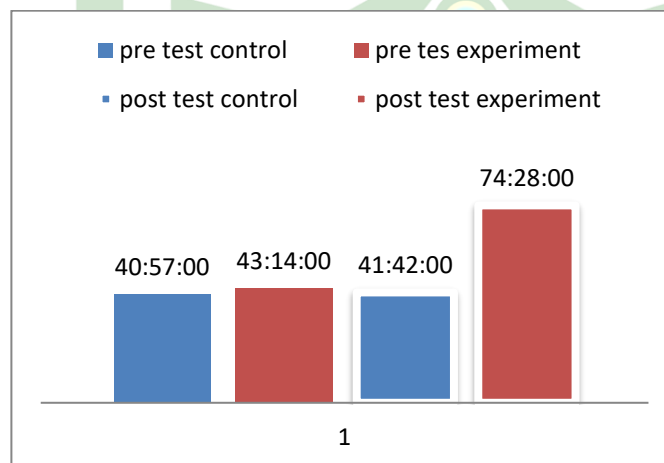
b. Post Test

A post-test of experiment class purposed to know outcomes of learning the vocabulary mastery was taught by using word wall strategy on the students vocabulary mastery. To look how far the improvement of the score, the researcher gave post-test to the experiment class to know the students last score after teaching and learning process of vocabulary mastery done.

In this result, there were 14 students in the control class. Where 2 students got value 56, 1 students got value 60, 1 students got value 64, 1 students got value 68, 2 students got value 72, 2 students got value 76, 2 students got value 84, 2 students got value 88, and the only one got value 96.

Based on the value above, after holding pre-test on the control class at the obtained results were the average value of the control class was 74.28. However, the average value of control class were still below the minimum completeness when it is compared with the maximum score is 96.

Diagram 2: Result of score pre-test Experiment ,Pre-test control and Post-test Experiment , Post-test Control



From the graphic above, after holding pre -test on the experimental class and the control class at the obtained results are the average value of the experimental class is 43.14 while the average value of the control class is 40.57. After holding post -test on the experiment class and the control class at the obtained result are the average

value of the experiment class is 41.42. While the average value of the control class is 74.28. It means that, word wall is better to use than the conventional strategy in teaching English vocabulary.

In the post-test learning outcomes diagram above it can be seen that in the experimental class and the control class have different values obtained by students. In the experimental class students have used the word wall strategy while clearly the control does not use the word wall strategy, here a significant increase is seen in the class experiment (Using the Word Wall Strategy) many students get grades above KKM while in the control class there are still many students who score below KKM.

C. Data Analysis

a. Normality Test

Normality test is carried out to find out whether the data has normally distributed or not, by using computer program SPSS 22 with Shapiro Wilk significant level 0.05/5 %. The criteria in the normality test used are obtained normally distributed data if the value is significant > 0.05 .

The calculation results are presented in the table below:

Table 11 .The Result Test of Normality Pre-Test Experiment Class and Control Class

Groups	N	Shapiro wilk	Sig.
Pre-test Experiment class	14	.964	,784
Pre-test control class	14	,914	,178

Based on the table above , we can see that the result of the normality test of Shapiro-Wilk. Pre test experimental class has a significant value of $0.784 > 0.05$ so the data can be stated normally distributed, And Pre test control class has significant value of $0.178 > 0.05$ data is normally distributed, It means that the data was distributed normally.

Table 12. The Result Test of Normality Post-Test Experiment

Class and Control Class			
Groups	N	Shapiro wilk	Sig.
Post-test experiment class	14	,955	,648
Post-test control class	14	,912	,144

For the significant value of the post test experimental class is $0.648 > 0.05$ the data is normally distributed, for the significant value of the post test control class is $0.144 > 0.05$ data is normally distributed. It means that the data was distributed normally.

b. Homogeneity Test

After doing the normality test , the homogeneity test was conducted in order to test the similarity of the sample in both classes. The levene statistic test was used to calculated the homogeneity test, therefore the result are presented as follows :

Table 13.**Variance homogeneity test of vocabulary mastery of Pre-test Data**

Groups	N	<i>f</i>	Sig.
Experiment	14	26	.626
Control	14		

The table of levene statistic showed that the score of experiment class and control class in the pre-test was (sig. =.626 > .05). Both experiment class and control class of vocabulary mastery score were homogenous. This mean that the sample of the research was from the same variance of population.

Table 14.**Variance homogeneity test of vocabulary mastery of Post-test Data**

Groups	N	<i>F</i>	Sig.
Experiment	14	26	.166
Control	14		

The table of levene statistic showed that the score of experiment class and control class in the post-test was (sig. =.166 > .05).both experiment class and control class of vocabulary mastery score were homogenous. This, mean that the sample of the research was from the same variance of population.

After that, the researcher proposes the hypothesis in this research.

There hypothesis are explained as follows:

- a. H_0 = word wall strategy is not effective to improve the students vocabulary mastery.
- b. H_1 = word wall strategy is effective to improve the students vocabulary mastery.

Then, paired sample T test formula used to get empirical evidence about the effectiveness of implementing word wall strategy on the students vocabulary mastery. Here ,the result of hypothesis test by using SPSS 22 could be presented as follows :

Table 15.
T-Test of Vocabulary Mastery of Experiment Class

		Mean	N	T	Sig. (2-tailed)
Pair 1	Pre-Test	43,14	14	14,0	,000
	Post-Test	74,29	14		

It was appeared in the table above that both of pre-test and post –test score is lower than significancy standard of the research. The significance score of vocabulary mastery for both pre-test and post-test was smaller than .05 (sig =.0 <.05). This mean that both pre-test and post-test significantly different in term of vocabulary mastery mean. in other word, vocabulary mastery mean score of pre-test was (43.14). While post-test score was (74.28). It can be summarized that post-test mean score was greater than pre-test after the researcher gave treatment of the research.

Based on the “Paired Samples Test” output table in above of sig. (2-tailed) is, $0.000 < 0.05$, then H_0 is rejected and H_1 is accepted. Then it can be concluded that there is an average difference between Pre-test and Post-test learning outcomes. Which mean that there is an influence on the use of word wall strategy in Students vocabulary mastery at the first grade of MTsN 3 Kerinci academic year 2019/2020.

B. Discussion

This research was conducted to find out the improvement of students abilities. vocabulary skills in English lessons using word wall strategies. The word wall learning strategy is one of the strategies that can be used by teachers at teaching English to improved students ability in vocabulary. Research conducted by researcher indicates this word wall learning strategies are effective or can be used in vocabulary teaching. Can be seen from the table that shows an increase in student score from the Pre-test, Post-test I and Post-test II . Increases because the teacher knows how class control and make the class action. This increase can be seen from the results of pre-test control 40.57 and post-test I there was a slight change from 40.57 to 41.42. In class experiments it can be seen that the increase in student scores is very significant from pre-test 43.14 to post-test 74.28. This really proved that Word Wall strategies can be effective in class to improve vocabulary.

According to Marzano Robert J. Word Wall is an ongoing, organized display of key words that provides visual reference for students throughout a unit of study or

term. These words are used continually by teachers and students during a variety of activities. There are ways to make efficient word wall, practical and memorize easily. Word wall is interactive media in classroom to advocate learning of vocabulary.

According to Burden. A Word Wall is a literacy tool composed of an organized collection of words which are displayed in large visible letters on a wall, bulletin board, or another display surface in a classroom. It helps to facilitate students to improve their vocabulary. It is definitely adaptable to any subject and any grade level and has been proven to be extremely effective learning and teaching tools. If teachers have their own classrooms, they can create word walls.

So, from the expert statements above it is clearly said that the word wall strategy is very influential in improving students teaching and this strategy is very well used by teacher in the teaching learning process so that students can easily leave out the vocabulary mastery.

In addition, learning word wall strategies help students understand the subject (synonym, antonym, meaning, translation) easily. So it can be concluded that the result of the study indicate implementing learning word wall strategies can improve student's abilities in vocabulary mastery. That can be seen from quantitative data by proving student's scores.

After the researcher calculating the result of the pre-test ,it can be inferred that there was a difference of students score before and after getting the treatment, after

that , based on the mean score of pre-test in control class was 40.57 and the mean post-test was 41.42 (not using word wall strategy), moreover, the mean score pre-test in experiment class was 43.14 and the mean score of post-test in experiment class was 74.28. Then, after teaching and learning process about vocabulary mastery using word wall strategy.

As a result, the analysis of the hypothesis with $0.05/2$ (0,025) of level significant and value of the level freedom df (12). The value tcount (14,0) was bigger than the value of t-table (2.17). It meant that H1 was accepted and H0 was rejected. In other word, there was significant effect of using word wall strategy towards students vocabulary mastery at MtsN 3 Kerinci in academic year 2019/2020.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Applying the word wall strategy in Students vocabulary gives significant difference on students vocabulary achievement. It who were between students in class experiment were taught using word wall strategy and students in control class who were not. It can be proven in students mean score in which post-test scores was higher than pre-test scores (mean score of pre-test was 43.14 while mean score of post-test was 74.28. In other words, the word wall strategy gave significant effect on Students vocabulary achievement.

Therefore, it can be concluded that there is any significant improvement effect of using word wall strategy on students vocabulary mastery at the first grade of MTsN 3 Kerinci in academic year 2019/2020.

B. Suggestions

Based on the finding and discussion, the researcher gave some suggestion were as follows:

- 1) For the English teacher at MTsN 3 kerinci, it is to apply word wall strategy as one of alternative teaching in students vocabulary mastery.
- 2) For students, the using word wall strategy can improve ability of students in vocabulary mastery.

- 3) For other researcher to use word wall strategy as one the references in teaching vocabulary.



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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CONTROL CLASS

Sekolah : MTs Negeri 3 Kerinci

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII 1/2

Materi pokok : "My Extended Family"

Sub materi : Vocabulary

Alokasi Waktu : 1 X 45 menit

Pertemuan : 6 (enam)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, technology, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba mengolah, dan menyajikan dalam bentuk/ ranah konkret dan ranah abstrak terkait dengan perkembangan diri yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam bentuk semangat belajar

2. Menunjukkan perilaku sungguh-sungguh, tanggung jawab , peduli ,kerja sama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri ,dan bertanggung jawab dalam melaksanakan komunikasi tranaksioal dengan guru dan teman.
4. Menunjukkan perilaku tanggung jawab , peduli,kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
5. Memahami teks khusus dalam bentuk greeting card,sangat pendek dan sederhana, terkait hari-hari special dengan memperhatikan fungsi social,struktur teks, dan unsur kebahasaan , secara benar dan sesuai konteks.

C. Indikator:

- Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai informasi dalam dialog

D. Tujuan Pembelajaran:

- Siswa dapat mengidentifikasi berbagai vocabulary (S. A. M . T) dalam kalimat sangat sederhana
- Siswa mampu mengidentifikasi vocabulary (S. A. M . T) sesuai dengan kata yang telah ditentukan
- Siswa mampu mendiskripsikan sebuah kata dengan menggunakan kata-kata yang telah ditentukan

E. karakter peserta didik yang di harapkan:

- a. Religius
- b. Rasa ingin tahu
- c. Komunikatif

d. Kerja keras

e. Tanggung jawab

F. Model/metode pembelajaran:

- word wall strategy
- Tanya jawab

G. Langkah –Langkah Pembelajaran

NO	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan awal:</p> <ul style="list-style-type: none">▪ Salam dan berdo'a sebelum memulai proses belajar mengajar▪ Memeriksa kehadiran peserta didik sebagai sikap disiplin▪ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya,.....▪ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	10 menit
2	<p>Kegiatan inti :</p> <ul style="list-style-type: none">▪ Guru menanyakan kembali materi yang telah di pelajari pada pertemuan sebelumnya.	60 menit

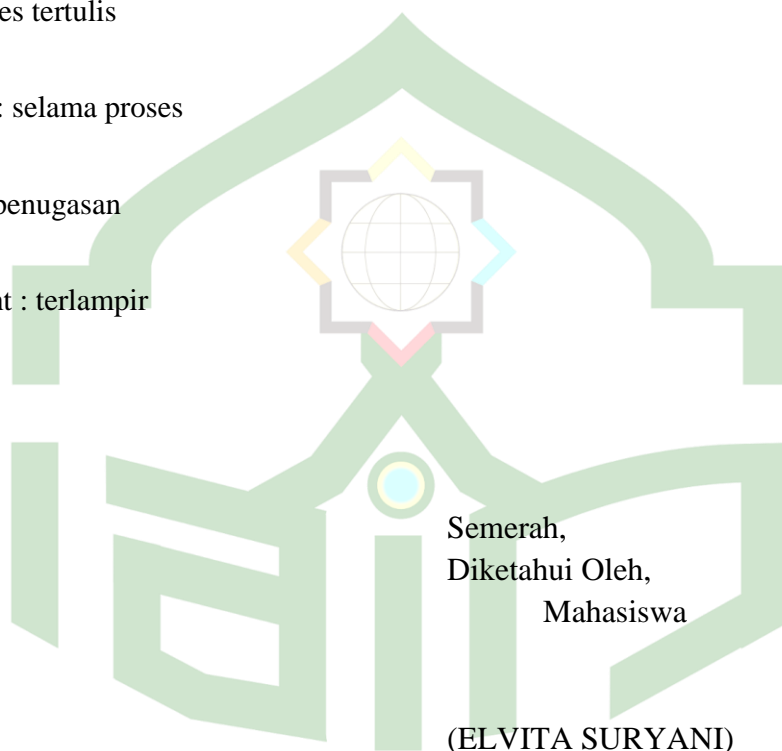
	<ul style="list-style-type: none"> ▪ guru memberikan contoh vocabulary (S. A. M . T) dalam sebuah teks kepada masing-masing kelompok ▪ guru meminta siswa untuk membaca teks . ▪ siswa membahas tugas yang diberikan serta mencari dan mencatat kosa kata terutama vocabulary (S. A. M . T) yang terdapat dalam teks ▪ beberapa perwakilan siswa menyerahkan hasil dari kosa kata yang didapatkan kepada guru. ▪ guru meminta siswa untuk mengerjakan tugas activity 1 ▪ guru meminta siswa mengumpulkan hasil tugas activity1 . 	
3	<p>Kegiatan penutup :</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> ▪ menanyakan manfaat pembelajaran yang baru diselesaikan ▪ menanyakan kesulitan dalam melakukan aktivitas belajar ▪ menyimpulkan hasil pembelajaran ▪ menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	10 menit

H. Sumber Belajar

1. Buku LKS bahasa Inggris SMP/MTS kelas VII
2. word wall strategy.

I. Penilaian

- Teknik : tes tertulis
- Prosedur : selama proses
- Bentuk : penugasan
- Instrument : terlampir



Semerah,
Diketahui Oleh,
Mahasiswa

2019

(ELVITA SURYANI)

INSTITUT AGAMA ISLAM NEGERI
KERINCI

NIM: 08.878.15

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

EXPERIMENT CLASS

Sekolah : MTs Negeri 3 Kerinci

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII 1/2

Materi pokok : “ My new classmate”

Sub materi : Vocabulary

Alokasi Waktu : 1 X 45 menit

Pertemuan : 1 (Satu)

A.Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianutnya
6. Menunjukkan perilaku jujur ,disiplin, tanggung jawab , peduli (toleransi,gotong royong). santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
7. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, technology, seni, budaya terkait fenomena dan kejadian tampak mata
8. Mencoba mengolah,danmenyajikan dalam bentuk/ ranah konkret dan ranah abstrak terkait dengan perkembangangari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif,serta mampu menggunakan metode sesuai kaidah keilmuan.

B.Kompetensi Dasar

6. Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam bentuk semangat belajar

7. Menunjukkan perilaku sungguh-sungguh, tanggung jawab , peduli ,kerja sama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
8. Menunjukkan perilaku jujur, disiplin, percaya diri ,dan bertanggung jawab dalam melaksanakan komunikasi tranaksioal dengan guru dan teman.
9. Menunjukkan perilaku tanggung jawab , peduli,kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
10. Memahami teks khusus dalam bentuk greeting card,sangat pendek dan sederhana, terkait hari-hari special dengan memperhatikan fungsi social,struktur teks, dan unsur kebahasaan , secara benar dan sesuai konteks.

C. Indikator:

- Mengidentifikasi berbagai vocabulary dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai vocabulary dalam dialog

D. Tujuan Pembelajaran:

- Siswa dapat mengidentifikasi berbagai sinonim antonim,meaning,translation dalam kalimat sangat sederhana
- Siswa mampu mengidentifikasi sinonim antonim,meaning,translation sesuai dengan kata yang telah ditentukan
- Siswa mampu mendiskripsikan sebuah kata (sinonim antonim,meaning,translation) dengan menggunakan kata-kata yang telah ditentukan

E. karakter peserta didik yang di harapkan:

- a. Religius
- b. Rasa ingin tahu

c. Komunikatif

d. Kerja keras

e. Tanggung jawab

F. Model/metode pembelajaran:

➤ word wall strategy

G. Materi Pembelajaran

- example of vocabulary (sinonim,antonim,meaning,translation)

H.Langkah –Langkah Pembelajaran

NO	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan awal:</p> <ul style="list-style-type: none">▪ Salam dan berdo'a sebelum memulai proses belajar mengajar▪ Memeriksa kehadiran peserta didik sebagai sikap disiplin▪ Motivasi▪ Siswa menyimak pengantar materi yang akan di pelajari▪ menyampaikan tujuan pembelajaran.	10 menit
2	<p>Kegiatan inti :</p> <ul style="list-style-type: none">▪ peneliti memberikan contoh vocabulary (sinonim	60 menit

,antonym,meaning,translation)

- peneliti bertanya kepada siswa teks/dialog apa yang ditampilkan
- peneliti memberi tahu teks/dialog yang akan ditampilkan
- Memperkenalkan sebuah strategy word wall kepada peserta didik dan menjelaskan manfaat dan cara mengaplikasikannya didalam proses meningkatkan vocabulary.
- peneliti meminta siswa untuk membagi 2 kelompok
- Peneliti meminta peserta didik menuliskan beberapa vocabulary (sinonim,antonim,meaning,translation) didalam topic “My new classmate” ,
- peneliti menerapkan strategy (word wall) dalam sebuah teks “my new classmate”.
- Peneliti meminta setiap kelompok untuk mencoba membaca didepan kelas vocabulary (sinonim,antonym,meaning ,translation) yang mereka dapatkan dalam teks tersebut.
- peneliti meminta siswa untuk menulis vocabulary yang mereka dapatkan.
- Setelah itu peneliti akan meminta peserta didik atau grup yang tercepat dalam menghafal tiap kata tersebut

	<p>dan peserta didik atau grup yang tercepat akan diberi score.</p> <ul style="list-style-type: none"> peneliti memandu siswa untuk menulis beberapa kata (sinonim, antonym, meaning, translation) dalam teks “my new classmate” dengan menggunakan word wall strategy. kemudian menempelkan kata tersebut ke dinding kelas mereka. Setiap siswa harus menjawab pertanyaan dari peneliti. 	
3	<p>Kegiatan penutup :</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> Peneliti akan meminta siswa untuk menulis kosa kata (sinonim, antonym, meaning, translation) yang mereka dapatkan dari word wall strategy berdasarkan kata yang mereka ingat. Melakukan penilaian dari tugas yang telah dikerjakan 	10 menit

H. Sumber Belajar

1. Buku LKS bahasa Inggris SMP/MTS kelas VII
2. word wall strategy.

I. Penilaian

- Teknik : tes tertulis
- Prosedur : selama proses
- Bentuk : penugasan
- Instrument : terlampir

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CONTROL CLASS

Sekolah : MTs Negeri 3 Kerinci

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII 1/2

Materi pokok :” My Holiday”

Sub materi : Vocabulary

Alokasi Waktu : 1 X 45 menit

Pertemuan : 3 (tiga)

A.Kompetensi Inti

9. Menghargai dan menghayati ajaran agama yang dianutnya
10. Menunjukkan perilaku jujur ,disiplin, tanggung jawab , peduli (toleransi,gotong royong). santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
11. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, technology, seni, budaya terkait fenomena dan kejadian tampak mata
12. Mencoba mengolah,dan menyajikan dalam bentuk/ ranah konkret dan ranah abstrak terkait dengan perkembangan gari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B.Kompetensi Dasar

11. Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujutkan dalam bentuk semangat belajar
12. Menunjukkan perilaku sungguh-sungguh, tanggung jawab , peduli ,kerja sama dan

santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

13. Menunjukkan perilaku jujur, disiplin, percaya diri ,dan bertanggung jawab dalam melaksanakan komunikasi tranaksioal dengan guru dan teman.

14. Menunjukkan perilaku tanggung jawab , peduli,kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.

15. Memahami teks khusus dalam bentuk greeting card,sangat pendek dan sederhana, terkait hari-hari special dengan memperhatikan fungsi social,struktur teks, dan unsur kebahasaan , secara benar dan sesuai konteks.

C. Indikator:

- Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai informasi dalam dialog

D. Tujuan Pembelajaran:

- Siswa dapat mengidentifikasi berbagai vocabulary (S. A. M . T) dalam kalimat sangat sederhana
- Siswa mampu mengidentifikasi vocabulary (S. A. M . T) sesuai dengan kata yang telah ditentukan
- Siswa mampu mendiskripsikan sebuah kata dengan menggunakan kata-kata yang telah ditentukan

E. karakter peserta didik yang di harapkan:

- a. Religius
- b. Rasa ingin tahu
- c. Komunikatif
- d. Kerja keras

e. Tanggung jawab

F. Model/metode pembelajaran:

- word wall strategy

- Tanya jawab

G. Langkah –Langkah Pembelajaran

NO	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan awal:</p> <ul style="list-style-type: none">▪ Salam dan berdo'a sebelum memulai proses belajar mengajar▪ Memeriksa kehadiran peserta didik sebagai sikap disiplin▪ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya.▪ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	10 menit
2	<p>Kegiatan inti :</p> <ul style="list-style-type: none">▪ Guru menanyakan kembali materi yang telah di pelajari pada pertemuan sebelumnya.▪ guru memberikan contoh vocabulary (S. A. M . T) dalam sebuah teks kepada masing-masing kelompok	60 menit

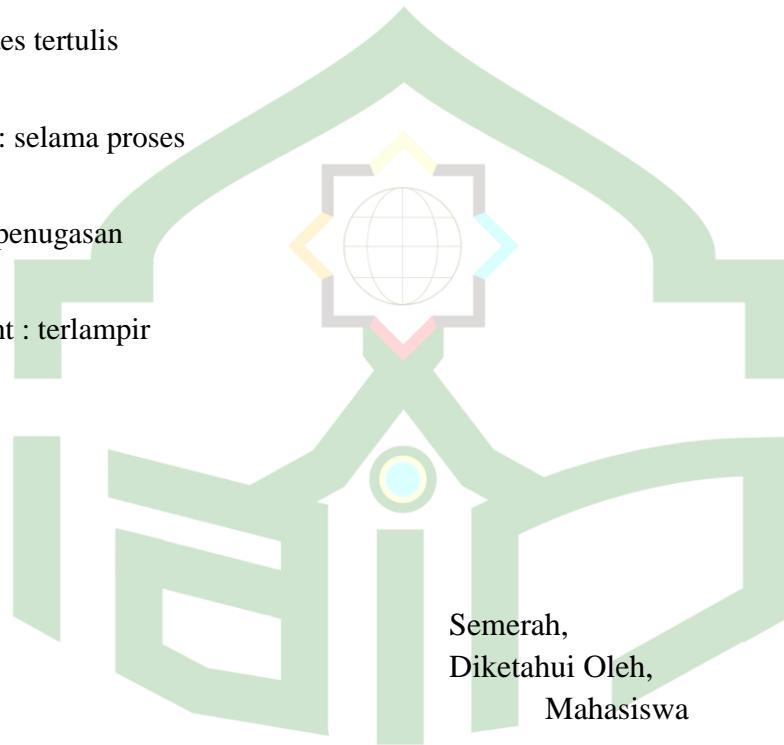
	<ul style="list-style-type: none"> ▪ guru meminta siswa untuk membaca teks . ▪ siswa membahas tugas yang diberikan serta mencari dan mencatat kosa kata terutama vocabulary (S. A. M . T) yang terdapat dalam teks ▪ beberapa perwakilan siswa menyerahkan hasil dari kosa kata yang didapatkan kepada guru. ▪ guru meminta siswa untuk mengerjakan tugas activity 1 ▪ guru meminta siswa mengumpulkan hasil tugas activity1 . 	
3	<p>Kegiatan penutup :</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> ▪ menanyakan manfaat pembelajaran yang baru diselesaikan ▪ menanyakan kesulitan dalam melakukan aktivitas belajar ▪ menyimpulkan hasil pembelajaran ▪ menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	10 menit

H. Sumber Belajar

1. Buku LKS bahasa Inggris SMP/MTS kelas VII
2. word wall strategy.

I. Penilaian

- Teknik : tes tertulis
- Prosedur : selama proses
- Bentuk : penugasan
- Instrument : terlampir



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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CONTROL CLASS

Sekolah : MTs Negeri 3 Kerinci

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII 1/2

Materi pokok : "My Bedroom"

Sub materi : Vocabulary

Alokasi Waktu : 1 X 45 menit

Pertemuan : 2 (dua)

A.Kompetensi Inti

13. Menghargai dan menghayati ajaran agama yang dianutnya
14. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
15. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, technology, seni, budaya terkait fenomena dan kejadian tampak mata
16. Mencoba mengolah, dan menyajikan dalam bentuk/ ranah konkret dan ranah abstrak terkait dengan perkembangan sains yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B.Kompetensi Dasar

16. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam bentuk semangat belajar

17. Menunjukkan perilaku sungguh-sungguh, tanggung jawab , peduli ,kerja sama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
18. Menunjukkan perilaku jujur, disiplin, percaya diri ,dan bertanggung jawab dalam melaksanakan komunikasi tranaksioal dengan guru dan teman.
19. Menunjukkan perilaku tanggung jawab , peduli,kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
20. Memahami teks khusus dalam bentuk greeting card,sangat pendek dan sederhana, terkait hari-hari special dengan memperhatikan fungsi social,struktur teks, dan unsur kebahasaan , secara benar dan sesuai konteks.

C. Indikator:

- Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai informasi dalam dialog

D. Tujuan Pembelajaran:

- Siswa dapat mengidentifikasi berbagai vocabulary (S. A. M . T) dalam kalimat sangat sederhana
- Siswa mampu mengidentifikasi vocabulary (S. A. M . T) sesuai dengan kata yang telah ditentukan
- Siswa mampu mendiskripsikan sebuah kata dengan menggunakan kata-kata yang telah ditentukan

E. karakter peserta didik yang di harapkan:

- a. Religius
- b. Rasa ingin tahu
- c. Komunikatif

d. Kerja keras

e. Tanggung jawab

F. Model/metode pembelajaran:

- word wall strategy
- Tanya jawab

G. Langkah –Langkah Pembelajaran

NO	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan awal:</p> <ul style="list-style-type: none">▪ Salam dan berdo'a sebelum memulai proses belajar mengajar▪ Memeriksa kehadiran peserta didik sebagai sikap disiplin▪ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya,.....▪ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	10 menit
2	<p>Kegiatan inti :</p> <ul style="list-style-type: none">▪ Guru menanyakan kembali materi yang telah di pelajari pada pertemuan sebelumnya.	60 menit

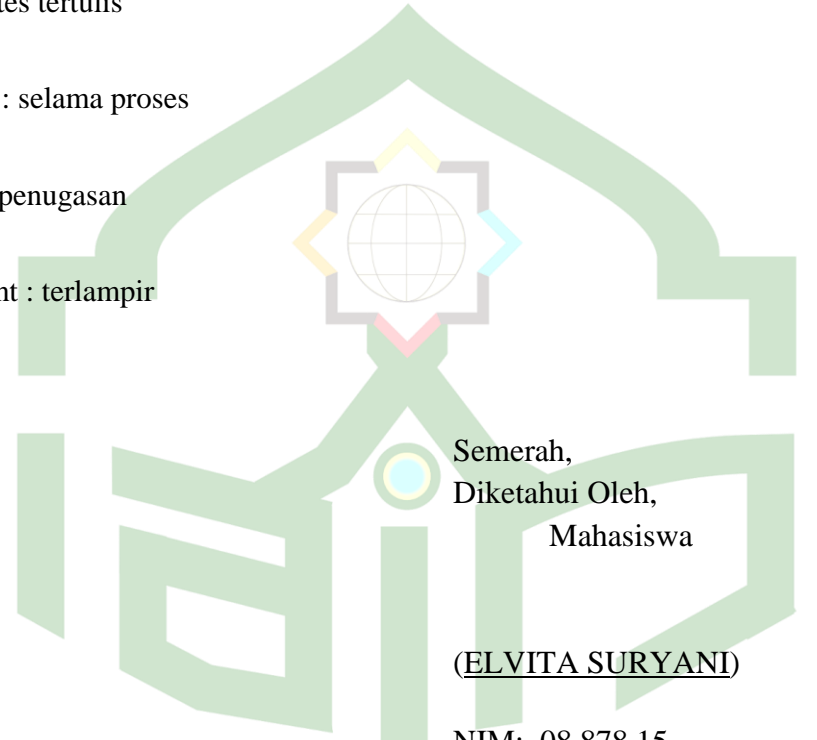
	<ul style="list-style-type: none"> ▪ guru memberikan contoh vocabulary (S. A. M . T) dalam sebuah teks kepada masing-masing kelompok ▪ guru meminta siswa untuk membaca teks . ▪ siswa membahas tugas yang diberikan serta mencari dan mencatat kosa kata terutama vocabulary (S. A. M . T) yang terdapat dalam teks ▪ beberapa perwakilan siswa menyerahkan hasil dari kosa kata yang didapatkan kepada guru. ▪ guru meminta siswa untuk mengerjakan tugas activity 1 ▪ guru meminta siswa mengumpulkan hasil tugas activity1 . 	
3	<p>Kegiatan penutup :</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> ▪ menanyakan manfaat pembelajaran yang baru diselesaikan ▪ menanyakan kesulitan dalam melakukan aktivitas belajar ▪ menyimpulkan hasil pembelajaran ▪ menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	10 menit

H. Sumber Belajar

1. Buku LKS bahasa Inggris SMP/MTS kelas VII
2. word wall strategy.

I. Penilaian

- Teknik : tes tertulis
- Prosedur : selama proses
- Bentuk : penugasan
- Instrument : terlampir



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K E R I N C I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

EXPERIMENT CLASS

Sekolah : MTs Negeri 3 Kerinci

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII 1/2

Materi pokok : “ My extended family”

Sub materi : Vocabulary

Alokasi Waktu : 1 X 45 menit

Pertemuan : 6 (Enam)

A. Kompetensi Inti

17. Menghargai dan menghayati ajaran agama yang dianutnya
18. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan keberadaannya.
19. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, technology, seni, budaya terkait fenomena dan kejadian tampak mata
20. Mencoba mengolah, dan menyajikan dalam bentuk/ ranah konkret dan ranah abstrak terkait dengan perkembangan yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

21. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam bentuk semangat belajar

22. Menunjukkan perilaku sungguh-sungguh, tanggungjawab ,peduli ,kerjasama dan santun dalam melaksanakan komunikasi interpersonal dengan guru danteman.
23. Menunjukkan perilaku jujur, disiplin, percayadiri ,dan bertanggung jawab dalam melaksanakan komunikasi tranaksioal dengan guru danteman.
24. Menunjukkan perilakutanggung jawab ,peduli,kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.
25. Memahami teks khusus dalam bentuk greeting card,sangat pendek dan sederhana, terkaithari-hari special dengan memperhatikan fungsisocial,strukturteks, dan unsure kebahasaan , secara benar dan sesuai konteks.

C. Indikator:

- Mengidentifikasi berbagai vocabulary dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai vocabulary dalam dialog

D. Tujuan Pembelajaran:

- Siswa dapat mengidentifikasi berbagai sinonim antonim,meaning,translation dalam kalimat sangat sederhana
- Siswa mampu mengidentifikasi sinonim antonim,meaning,translation sesuai dengan kata yang telah ditentukan
- Siswa mampu mendiskripsikan sebuah kata (sinonim , antonim,meaning,translation) dengan menggunakan kata-kata yang telah ditentukan

E. karakter pesertadidik yang di harapkan:

- a. Religius
- b. Rasa ingintahu

c. Komunikatif

d. Kerjakeras

e. Tanggungjawab

F. Model/metode pembelajaran:

➤ word wall strategy

G. Materi Pembelajaran

- example of vocabulary (sinonim,antonim,meaning,translation)

H. Langkah –Langkah Pembelajaran

NO	Langkah-Langkah Pembelajaran	Waktu
1	Kegiatan awal: <ul style="list-style-type: none">▪ Salam dan berdo'a sebelum memulai proses belajar mengajar▪ Memeriksa kehadiran peserta didik sebagai sikap disiplin▪ Motivasi Siswa menyimak pengantar materi yang akan di pelajari▪ Menyampaikan tujuan pembelajaran.	10 menit
2	Kegiatan inti : <ul style="list-style-type: none">▪ Peneliti memberikan contoh vocabulary (sinonim ,antonym,meaning,translation)	60 menit

- Peneliti bertanya kepada siswa teks/dialog apa yang ditampilkan
- Peneliti memberitahu teks/dialog yang akan ditampilkan
- Memperkenalkan sebuah strategy word wall kepada peserta didik dan menjelaskan manfaat dan cara mengaplikasikannya didalam proses meningkatkan vocabulary.
- Peneliti meminta siswa untuk membagi 2 kelompok
- Peneliti meminta peserta didik menuliskan beberapa vocabulary (sinonim, antonim, meaning, translation) didalam topic “ **My extended family**”
- Peneliti menerapkan strategy (word wall) dalam sebuah teks“ **My extended family**”
- Peneliti meminta setiap kelompok untuk mencoba membaca didepan kelas vocabulary (sinonim, antonym, meaning ,translation) yang mereka dapatkan dalam teks tersebut.
- Peneliti meminta siswa untuk menulis vocabulary yang mereka dapatkan.
- Setelah itu peneliti akan meminta peserta didik atau grup yang tercepat dalam menghafal tiap kata tersebut dan perserta didik atau grup yang tercepatakan diberi

	<p>score.</p> <ul style="list-style-type: none"> Peneliti memandu siswa untuk menulis beberapa kata (sinonim,antonym,meaning ,translation)dalam teks“My extended family”dengan menggunakan word wall strategy.kemudian menempelkan kata tersebut kediding kelas mereka. Setiap siswa harus menjawab pertanyaan dari peneliti. 	
3	<p>Kegiatanpenutup :</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> Peneliti akan meminta siswa untuk menulis kosa kata (sinonim,antonym,meaning ,translation) yang mereka dapat kan dari word wall strategy berdasarkan kata yang mereka ingat. Melakukan penilaian dari tugas yang telah di kerjakan 	10 menit
	<p>INSTITUT AGAMA ISLAM NEGERI</p> <p>K E R I N C I</p>	

H. SumberBelajar

1. Buku LKS bahasa inggris SMP/MTS kelas VII
2. word wall strategy.

I. Penilaian

- Teknik : tes tertulis

- Prosedur : selama proses
- Bentuk : penugasan
- Instrument : terlampir

Semerah,
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INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

EXPERIMENT CLASS

Sekolah : MTs Negeri 3 Kerinci

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII 1/2

Materi pokok : “ My favourite idol”

Sub materi : Vocabulary

Alokasi Waktu : 1 X 45 menit

Pertemuan : 4 (empat)

A.Kompetensi Inti

21. Menghargai dan menghayati ajaran agama yang dianutnya
22. Menunjukkan perilaku jujur ,disiplin, tanggung jawab , peduli (toleransi,gotong royong). santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
23. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, technology, seni, budaya terkait fenomena dan kejadian tampak mata
24. Mencoba mengolah,dan menyajikan dalam bentuk/ ranah konkret dan ranah abstrak terkait dengan perkembangan gari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B.Kompetensi Dasar

26. Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam bentuk semangat belajar

27. Menunjukkan perilaku sungguh-sungguh, tanggung jawab , peduli ,kerja sama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
28. Menunjukkan perilaku jujur, disiplin, percaya diri ,dan bertanggung jawab dalam melaksanakan komunikasi tranaksioal dengan guru dan teman.
29. Menunjukkan perilaku tanggung jawab , peduli,kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
30. Memahami teks khusus dalam bentuk greeting card,sangat pendek dan sederhana, terkait hari-hari special dengan memperhatikan fungsi social,struktur teks, dan unsur kebahasaan , secara benar dan sesuai konteks.

C. Indikator:

- Mengidentifikasi berbagai vocabulary dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai vocabulary dalam dialog

D. Tujuan Pembelajaran:

- Siswa dapat mengidentifikasi berbagai sinonim dalam kalimat sangat sederhana
- Siswa mampu mengidentifikasi sinonim antonim,meaning,translation sesuai dengan kata yang telah ditentukan
- Siswa mampu mendiskripsikan sebuah kata (sinonim antonim,meaning,translation) dengan menggunakan kata-kata yang telah ditentukan

E. karakter peserta didik yang di harapkan:

- a. Religius
- b. Rasa ingin tahu
- c. Komunikatif

d. Kerja keras

e. Tanggung jawab

F. Model/metode pembelajaran:

- word wall strategy

G. Materi Pembelajaran

- example of vocabulary (sinonim,antonim,meaning,translation)

H.Langkah –Langkah Pembelajaran

NO	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan awal:</p> <ul style="list-style-type: none">▪ Salam dan berdo'a sebelum memulai proses belajar mengajar▪ Memeriksa kehadiran peserta didik sebagai sikap disiplin▪ Motivasi <p>Siswa menyimak pengantar materi yang akan di pelajari</p> <ul style="list-style-type: none">▪ menyampaikan tujuan pembelajaran.	10 menit
2	<p>Kegiatan inti :</p> <ul style="list-style-type: none">▪ peneliti memberikan contoh vocabulary (sinonim ,antonym,meaning,translation)	60 menit

- peneliti bertanya kepada siswa teks/dialog apa yang ditampilkan
- peneliti memberi tahu teks/dialog yang akan ditampilkan
- Memperkenalkan sebuah strategy word wall kepada peserta didik dan menjelaskan manfaat dan cara mengaplikasikannya didalam proses meningkatkan vocabulary.
- peneliti meminta siswa untuk membagi 2 kelompok
- Peneliti meminta peserta didik menuliskan beberapa vocabulary (sinonim,antonim,meaning,translation) didalam topic “ **My favourite idol**”,
- peneliti menerapkan strategy (word wall) dalam sebuah teks “ **My favourite idol**”
- Peneliti meminta setiap kelompok untuk mencoba membaca didepan kelas vocabulary (sinonim,antonym,meaning ,translation) yang mereka dapatkan dalam teks tersebut.
- peneliti meminta siswa untuk menulis vocabulary yang mereka dapatkan.
- Setelah itu peneliti akan meminta peserta didik atau grup yang tercepat dalam menghafal tiap kata tersebut dan perserta didik atau grup yang tercepat akan diberi

	<p>score.</p> <ul style="list-style-type: none"> peneliti memandu siswa untuk menulis beberapa kata (sinonim,antonym,meaning ,translation)dalam teks ““My favourite idol”dengan menggunakan word wall strategy.kemudian menempelkan kata tersebut ke dinding kelas mereka. Setiap siswa harus menjawab pertanyaan dari peneliti. 	
3	<p>Kegiatan penutup :</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> Peneliti akan meminta siswa untuk menulis kosa kata (sinonim,antonym,meaning ,translation) yang mereka dapatkan dari word wall strategy berdasarkan kata yang mereka ingat. Melakukan penilaian dari tugas yang telah dikerjakan 	10 menit
	<p>INSTITUT AGAMA ISLAM NEGERI KERINCI</p>	

H. Sumber Belajar

1. Buku LKS bahasa inggris SMP/MTS kelas VII
2. word wall strategy.

I. Penilaian

- Teknik : tes tertulis

- Prosedur : selama proses
- Bentuk : penugasan
- Instrument : terlampir

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2019

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

EXPERIMENT CLASS

Sekolah : MTs Negeri 3 Kerinci

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII 1/2

Materi pokok : “ My favourite idol”

Sub materi : Vocabulary

Alokasi Waktu : 1 X 45 menit

Pertemuan : 4 (empat)

A.Kompetensi Inti

25. Menghargai dan menghayati ajaran agama yang dianutnya
26. Menunjukkan perilaku jujur ,disiplin, tanggung jawab , peduli (toleransi,gotong royong). santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
27. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, technology, seni, budaya terkait fenomena dan kejadian tampak mata
28. Mencoba mengolah,dan menyajikan dalam bentuk/ ranah konkret dan ranah abstrak terkait dengan perkembangan gari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B.Kompetensi Dasar

31. Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam bentuk semangat belajar

32. Menunjukkan perilaku sungguh-sungguh, tanggung jawab , peduli ,kerja sama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
33. Menunjukkan perilaku jujur, disiplin, percaya diri ,dan bertanggung jawab dalam melaksanakan komunikasi tranaksioal dengan guru dan teman.
34. Menunjukkan perilaku tanggung jawab , peduli,kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
35. Memahami teks khusus dalam bentuk greeting card,sangat pendek dan sederhana, terkait hari-hari special dengan memperhatikan fungsi social,struktur teks, dan unsur kebahasaan , secara benar dan sesuai konteks.

C. Indikator:

- Mengidentifikasi berbagai vocabulary dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai vocabulary dalam dialog

D. Tujuan Pembelajaran:

- Siswa dapat mengidentifikasi berbagai sinonim dalam kalimat sangat sederhana
- Siswa mampu mengidentifikasi sinonim antonim,meaning,translation sesuai dengan kata yang telah ditentukan
- Siswa mampu mendiskripsikan sebuah kata (sinonim antonim,meaning,translation) dengan menggunakan kata-kata yang telah ditentukan

E. karakter peserta didik yang di harapkan:

- a. Religius
- b. Rasa ingin tahu
- c. Komunikatif

d. Kerja keras

e. Tanggung jawab

F. Model/metode pembelajaran:

➤ word wall strategy

G. Materi Pembelajaran

- example of vocabulary (sinonim,antonim,meaning,translation)

H.Langkah –Langkah Pembelajaran

NO	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan awal:</p> <ul style="list-style-type: none">▪ Salam dan berdo'a sebelum memulai proses belajar mengajar▪ Memeriksa kehadiran peserta didik sebagai sikap disiplin▪ Motivasi <p>Siswa menyimak pengantar materi yang akan di pelajari</p> <ul style="list-style-type: none">▪ menyampaikan tujuan pembelajaran.	10 menit
2	<p>Kegiatan inti :</p> <ul style="list-style-type: none">▪ peneliti memberikan contoh vocabulary (sinonim ,antonym,meaning,translation)	60 menit

- peneliti bertanya kepada siswa teks/dialog apa yang ditampilkan
- peneliti memberi tahu teks/dialog yang akan ditampilkan
- Memperkenalkan sebuah strategy word wall kepada peserta didik dan menjelaskan manfaat dan cara mengaplikasikannya didalam proses meningkatkan vocabulary.
- peneliti meminta siswa untuk membagi 2 kelompok
- Peneliti meminta peserta didik menuliskan beberapa vocabulary (sinonim,antonim,meaning,translation) didalam topic “ **My favourite idol**”,
- peneliti menerapkan strategy (word wall) dalam sebuah teks “ **My favourite idol**”
- Peneliti meminta setiap kelompok untuk mencoba membaca didepan kelas vocabulary (sinonim,antonym,meaning ,translation) yang mereka dapatkan dalam teks tersebut.
- peneliti meminta siswa untuk menulis vocabulary yang mereka dapatkan.
- Setelah itu peneliti akan meminta peserta didik atau grup yang tercepat dalam menghafal tiap kata tersebut dan perserta didik atau grup yang tercepat akan diberi

	<p>score.</p> <ul style="list-style-type: none"> peneliti memandu siswa untuk menulis beberapa kata (sinonim,antonym,meaning ,translation)dalam teks ““My favourite idol”dengan menggunakan word wall strategy.kemudian menempelkan kata tersebut ke dinding kelas mereka. Setiap siswa harus menjawab pertanyaan dari peneliti. 	
3	<p>Kegiatan penutup :</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> Peneliti akan meminta siswa untuk menulis kosa kata (sinonim,antonym,meaning ,translation) yang mereka dapatkan dari word wall strategy berdasarkan kata yang mereka ingat. Melakukan penilaian dari tugas yang telah dikerjakan 	10 menit
	<p>INSTITUT AGAMA ISLAM NEGERI KERINCI</p>	

H. Sumber Belajar

1. Buku LKS bahasa inggris SMP/MTS kelas VII
2. word wall strategy.

I. Penilaian

- Teknik : tes tertulis

- Prosedur : selama proses
- Bentuk : penugasan
- Instrument : terlampir

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

EXPERIMENT CLASS

Sekolah : MTs Negeri 3 Kerinci

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII 1/2

Materi pokok : “ My lovely”

Sub materi : Vocabulary

Alokasi Waktu : 1 X 45 menit

Pertemuan : 5 (lima)

A.Kompetensi Inti

29. Menghargai dan menghayati ajaran agama yang dianutnya
30. Menunjukkan perilaku jujur ,disiplin, tanggung jawab , peduli (toleransi,gotong royong). santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
31. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, technology, seni, budaya terkait fenomena dan kejadian tampak mata
32. Mencoba mengolah,dan menyajikan dalam bentuk/ ranah konkret dan ranah abstrak terkait dengan perkembangan gari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B.Kompetensi Dasar

36. Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam bentuk semangat belajar

37. Menunjukkan perilaku sungguh-sungguh, tanggung jawab , peduli ,kerja sama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
38. Menunjukkan perilaku jujur, disiplin, percaya diri ,dan bertanggung jawab dalam melaksanakan komunikasi tranaksioal dengan guru dan teman.
39. Menunjukkan perilaku tanggung jawab , peduli,kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
40. Memahami teks khusus dalam bentuk greeting card,sangat pendek dan sederhana, terkait hari-hari special dengan memperhatikan fungsi social,struktur teks, dan unsur kebahasaan , secara benar dan sesuai konteks.

C. Indikator:

- Mengidentifikasi berbagai vocabulary dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai vocabulary dalam dialog

D. Tujuan Pembelajaran:

- Siswa dapat mengidentifikasi berbagai sinonim antonim,meaning,translation dalam kalimat sangat sederhana
- Siswa mampu mengidentifikasi sinonim antonim,meaning,translation sesuai dengan kata yang telah ditentukan
- Siswa mampu mendiskripsikan sebuah kata (sinonim antonim,meaning,translation) dengan menggunakan kata-kata yang telah ditentukan

E. karakter peserta didik yang di harapkan:

- a. Religius
- b. Rasa ingin tahu

c. Komunikatif

d. Kerja keras

e. Tanggung jawab

F. Model/metode pembelajaran:

➤ word wall strategy

G. Materi Pembelajaran

- example of vocabulary (sinonim,antonim,meaning,translation)

H.Langkah –Langkah Pembelajaran

NO	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan awal:</p> <ul style="list-style-type: none">▪ Salam dan berdo'a sebelum memulai proses belajar mengajar▪ Memeriksa kehadiran peserta didik sebagai sikap disiplin▪ Motivasi▪ Siswa menyimak pengantar materi yang akan di pelajari▪ menyampaikan tujuan pembelajaran.	10 menit
2	<p>Kegiatan inti :</p> <ul style="list-style-type: none">▪ peneliti memberikan contoh vocabulary (sinonim	60 menit

,antonym,meaning,translation)

- peneliti bertanya kepada siswa teks/dialog apa yang ditampilkan
- peneliti memberi tahu teks/dialog yang akan ditampilkan
- Memperkenalkan sebuah strategy word wall kepada peserta didik dan menjelaskan manfaat dan cara mengaplikasikannya didalam proses meningkatkan vocabulary.
- peneliti meminta siswa untuk membagi 2 kelompok
- Peneliti meminta peserta didik menuliskan beberapa vocabulary (sinonim,antonim,meaning,translation) didalam topic “ My lovely”
- peneliti menerapkan strategy (word wall) dalam sebuah teks “ My lovely”
- Peneliti meminta setiap kelompok untuk mencoba membaca didepan kelas vocabulary (sinonim,antonym,meaning ,translation) yang mereka dapatkan dalam teks tersebut.
- peneliti meminta siswa untuk menulis vocabulary yang mereka dapatkan.
- Setelah itu peneliti akan meminta peserta didik atau grup yang tercepat dalam menghafal tiap kata tersebut

	<p>dan peserta didik atau grup yang tercepat akan diberi score.</p> <ul style="list-style-type: none"> peneliti memandu siswa untuk menulis beberapa kata (sinonim, antonym, meaning, translation) dalam teks “My lovely” dengan menggunakan word wall strategy. kemudian menempelkan kata tersebut ke dinding kelas mereka. Setiap siswa harus menjawab pertanyaan dari peneliti. 	
3	<p>Kegiatan penutup :</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> Peneliti akan meminta siswa untuk menulis kosa kata (sinonim, antonym, meaning, translation) yang mereka dapatkan dari word wall strategy berdasarkan kata yang mereka ingat. Melakukan penilaian dari tugas yang telah dikerjakan 	10 menit

H. Sumber Belajar

1. Buku LKS bahasa Inggris SMP/MTS kelas VII
2. word wall strategy.

I. Penilaian

- Teknik : tes tertulis

- Prosedur : selama proses
- Bentuk : penugasan
- Instrument : terlampir

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

EXPERIMENT CLASS

Sekolah : MTs Negeri 3 Kerinci

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII 1/2

Materi pokok : "My holiday"

Sub materi : Vocabulary

Alokasi Waktu : 1 X 45 menit

Pertemuan : 3 (tiga)

A. Kompetensi Inti

33. Menghargai dan menghayati ajaran agama yang dianutnya
34. Menunjukkan 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.
35. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
36. Mencoba mengolah, dan menyajikan dalam bentuk/ ranah konkret dan ranah abstrak terkait dengan perkembangan yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

41. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
42. Menunjukkan perilaku sungguh-sungguh, tanggung jawab, peduli, kerjasama dan

santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

43. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

44. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.

45. Memahami teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari special dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator:

- Mengidentifikasi berbagai vocabulary dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai vocabulary dalam dialog /text

D. Tujuan Pembelajaran:

- Siswa dapat mengidentifikasi berbagai sinonim dalam kalimat sangat sederhana
- Siswa mampu mengidentifikasi sinonim, antonym, meaning, translation sesuai dengan kata yang telah ditentukan
- Siswa mampu mendeskripsikan sebuah kata (sinonim, antonym, meaning, translation) dengan menggunakan kata-kata yang telah ditentukan

E. Karakter peserta didik yang diharapkan:

- a. Religius
- b. Rasa ingintahu
- c. Komunikatif
- d. Kerjakeras

e. Tanggungjawab

F. Model/metode pembelajaran:

- word wall strategy

G. Materi Pembelajaran

- example of vocabulary (sinonim,antonim,meaning,translation)

H.Langkah –Langkah Pembelajaran

NO	Langkah-Langkah Pembelajaran	Waktu
1	Kegiatan awal: <ul style="list-style-type: none">▪ Salam dan berdo'a sebelum memulai proses belajar mengajar▪ Memeriksa kehadiran peserta didik sebagai sikap disiplin▪ Motivasi Siswa menyimak pengantar materi yang akan di pelajari▪ menyampaikan tujuan pembelajaran.	10 menit
2	Kegiatan inti : <ul style="list-style-type: none">▪ peneliti memberikan contoh vocabulary (sinonim ,antonym, meaning, translation)▪ peneliti bertanya kepada siswa teks/dialog apa yang ditampilkan▪ peneliti memberitahu teks/dialog yang akan ditampilkan▪ Memperkenalkan sebuah strategy word wall kepada peserta didik dan menjelaskan manfaat dan cara mengaplikasikannya didalam proses meningkatkan vocabulary.	60 menit

	<ul style="list-style-type: none"> ▪ penelitimemintasiswauntukmembagi 2 kelompok <p>Peneliti meminta peserta didik menuliskan beberapa vocabulary (sinonim,antonim,meaning,translation) didalam topic “My holiday”</p> <ul style="list-style-type: none"> ▪ peneliti menerapkan strategy (word wall) dalam sebuah teks“My holiday” ▪ Peneliti meminta setiap kelompok untuk mencoba membaca didepan kelas vocabulary (sinonim,antonym,meaning ,translation) yang mereka dapatkan dalam teks tersebut. ▪ peneliti meminta siswa untuk menulis vocabulary yang mereka dapatkan. ▪ Setelah itu peneliti akan meminta peserta didik atau grup yang tercepat dalam menghafal tiap kata tersebut dan perserta didik atau grup yang tercepat akan diberi score. ▪ peneliti memandu siswa untuk menulis beberapa kata (sinonim,antonym,meaning ,translation)dalam“My holiday”dengan menggunakan word wall strategy.kemudian menempelkan kata tersebut kedinding kelas mereka. ▪ Setiap siswa harus menjawab pertanyaan dari peneliti. 	
3	<p>Kegiatan penutup :</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> ▪ Peneliti akan meminta siswa untuk menulis kosa kata (sinonim,antonym,meaning ,translation) yang mereka dapatkan dari 	10 menit

	word wall strategy berdasarkan kata yang mereka ingat. <ul style="list-style-type: none">▪ Melakukan penilaian dari tugas yang telah dikerjakan	
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H. Sumber Belajar

1. Buku LKS bahasa Inggris SMP/MTS kelas VII
2. word wall strategy.

I. Penilaian

- Teknik : tes tertulis
- Prosedur : selama proses
- Bentuk : penugasan
- Instrument : terlampir



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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CONTROL CLASS

Sekolah : MTs Negeri 3 Kerinci

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII 1/2

Materi pokok : "My New Classmate"

Sub materi : Vocabulary

Alokasi Waktu : 1 X 45 menit

Pertemuan : 1 (satu)

A.Kompetensi Inti

37. Menghargai dan menghayati ajaran agama yang dianutnya
38. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
39. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, technology, seni, budaya terkait fenomena dan kejadian tampak mata
40. Mencoba mengolah, dan menyajikan dalam bentuk/ ranah konkret dan ranah abstrak terkait dengan perkembangan sains yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B.Kompetensi Dasar

46. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam bentuk semangat belajar

47. Menunjukkan perilaku sungguh-sungguh, tanggung jawab , peduli ,kerja sama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
48. Menunjukkan perilaku jujur, disiplin, percaya diri ,dan bertanggung jawab dalam melaksanakan komunikasi tranaksioal dengan guru dan teman.
49. Menunjukkan perilaku tanggung jawab , peduli,kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
50. Memahami teks khusus dalam bentuk greeting card,sangat pendek dan sederhana, terkait hari-hari special dengan memperhatikan fungsi social,struktur teks, dan unsur kebahasaan , secara benar dan sesuai konteks.

C. Indikator:

- Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai informasi dalam dialog

D. Tujuan Pembelajaran:

- Siswa dapat mengidentifikasi berbagai vocabulary (S. A. M . T) dalam kalimat sangat sederhana
- Siswa mampu mengidentifikasi vocabulary (S. A. M . T) sesuai dengan kata yang telah ditentukan
- Siswa mampu mendiskripsikan sebuah kata dengan menggunakan kata-kata yang telah ditentukan

E. karakter peserta didik yang di harapkan:

- a. Religius
- b. Rasa ingin tahu

c. Komunikatif

d. Kerja keras

e. Tanggung jawab

F. Model/metode pembelajaran:

- word wall strategy
- Tanya jawab

G. Langkah –Langkah Pembelajaran

NO	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan awal:</p> <ul style="list-style-type: none">▪ Salam dan berdo'a sebelum memulai proses belajar mengajar▪ Memeriksa kehadiran peserta didik sebagai sikap disiplin▪ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya,.....▪ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	10 menit
2	<p>Kegiatan inti :</p> <ul style="list-style-type: none">▪ Guru menanyakan kembali materi yang telah di pelajari	60 menit

	<p>pada pertemuan sebelumnya.</p> <ul style="list-style-type: none"> ▪ guru memberikan contoh vocabulary (S. A. M . T) dalam sebuah teks kepada masing-masing kelompok ▪ guru meminta siswa untuk membaca teks . ▪ siswa membahas tugas yang diberikan serta mencari dan mencatat kosa kata terutama vocabulary (S. A. M . T) yang terdapat dalam teks ▪ beberapa perwakilan siswa menyerahkan hasil dari kosa kata yang didapatkan kepada guru. ▪ guru meminta siswa untuk mengerjakan tugas activity 1 ▪ guru meminta siswa mengumpulkan hasil tugas activity1 . 	
3	<p>Kegiatan penutup :</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> ▪ menanyakan manfaat pembelajaran yang baru diselesaikan ▪ menanyakan kesulitan dalam melakukan aktivitas belajar ▪ menyimpulkan hasil pembelajaran ▪ menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	10 menit

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H. Sumber Belajar

1. Buku LKS bahasa inggris SMP/MTS kelas VII
2. word wall strategy.

I. Penilaian

- Teknik : tes tertulis
- Prosedur : selama proses
- Bentuk : penugasan
- Instrument : terlampir

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INSTITUT AGAMA ISLAM NEGERI
K E R I N C I
(ELVITA SURYANI)
NIM: 08.878.15

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CONTROL CLASS

Sekolah : MTs Negeri 3 Kerinci

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII 1/2

Materi pokok : "My Favourite idol"

Sub materi : Vocabulary

Alokasi Waktu : 1 X 45 menit

Pertemuan : 4 (empat)

A. Kompetensi Inti

41. Menghargai dan menghayati ajaran agama yang dianutnya
42. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
43. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, technology, seni, budaya terkait fenomena dan kejadian tampak mata
44. Mencoba mengolah, dan menyajikan dalam bentuk/ ranah konkret dan ranah abstrak terkait dengan perkembangan gari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

51. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam bentuk semangat belajar

52. Menunjukkan perilaku sungguh-sungguh, tanggung jawab , peduli ,kerja sama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

53. Menunjukkan perilaku jujur, disiplin, percaya diri ,dan bertanggung jawab dalam melaksanakan komunikasi tranaksioal dengan guru dan teman.

54. Menunjukkan perilaku tanggung jawab , peduli,kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.

55. Memahami teks khusus dalam bentuk greeting card,sangat pendek dan sederhana, terkait hari-hari special dengan memperhatikan fungsi social,struktur teks, dan unsur kebahasaan , secara benar dan sesuai konteks.

C. Indikator:

- Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai informasi dalam dialog

D. Tujuan Pembelajaran:

- Siswa dapat mengidentifikasi berbagai vocabulary (S. A. M . T) dalam kalimat sangat sederhana
- Siswa mampu mengidentifikasi vocabulary (S. A. M . T) sesuai dengan kata yang telah ditentukan
- Siswa mampu mendiskripsikan sebuah kata dengan menggunakan kata-kata yang telah ditentukan

E. karakter peserta didik yang di harapkan:

- a. Religius
- b. Rasa ingin tahu
- c. Komunikatif

d. Kerja keras

e. Tanggung jawab

F. Model/metode pembelajaran:

- word wall strategy
- Tanya jawab

G. Langkah –Langkah Pembelajaran

NO	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan awal:</p> <ul style="list-style-type: none">▪ Salam dan berdo'a sebelum memulai proses belajar mengajar▪ Memeriksa kehadiran peserta didik sebagai sikap disiplin▪ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya,.....▪ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	10 menit
2	<p>Kegiatan inti :</p> <ul style="list-style-type: none">▪ Guru menanyakan kembali materi yang telah di pelajari pada pertemuan sebelumnya.	60 menit

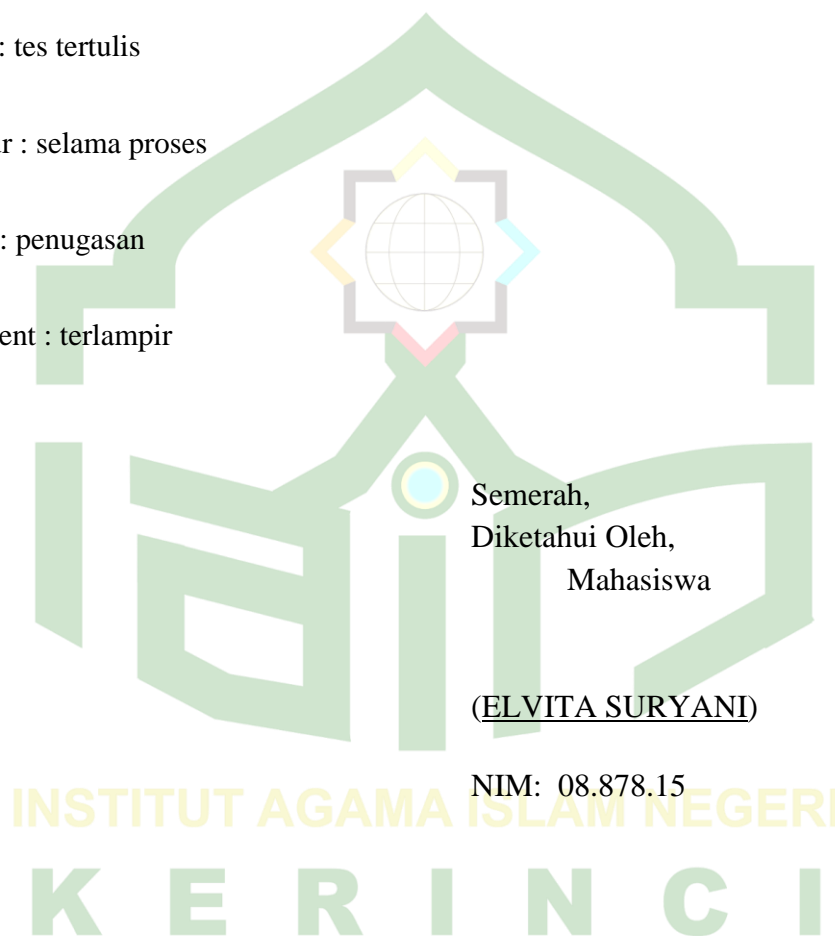
	<ul style="list-style-type: none"> ▪ guru memberikan contoh vocabulary (S. A. M . T) dalam sebuah teks kepada masing-masing kelompok ▪ guru meminta siswa untuk membaca teks . ▪ siswa membahas tugas yang diberikan serta mencari dan mencatat kosa kata terutama vocabulary (S. A. M . T) yang terdapat dalam teks ▪ beberapa perwakilan siswa menyerahkan hasil dari kosa kata yang didapatkan kepada guru. ▪ guru meminta siswa untuk mengerjakan tugas activity 1 ▪ guru meminta siswa mengumpulkan hasil tugas activity1 . 	
3	<p>Kegiatan penutup :</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> ▪ menanyakan manfaat pembelajaran yang baru diselesaikan ▪ menanyakan kesulitan dalam melakukan aktivitas belajar ▪ menyimpulkan hasil pembelajaran ▪ menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	10 menit

H. Sumber Belajar

1. Buku LKS bahasa Inggris SMP/MTS kelas VII
2. word wall strategy.

I. Penilaian

- Teknik : tes tertulis
- Prosedur : selama proses
- Bentuk : penugasan
- Instrument : terlampir



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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

EXPERIMENT CLASS

Sekolah : MTs Negeri 3 Kerinci

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII 1/2

Materi pokok : “My bedroom”

Sub materi : Vocabulary

Alokasi Waktu : 1 X 45 menit

Pertemuan : 2 (dua)

A.Kompetensi Inti

45. Menghargai dan menghayati ajaran agama yang dianutnya
46. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
47. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, technology, seni, budaya terkait fenomena dan kejadian tampak mata
48. Mencoba mengolah, dan menyajikan dalam bentuk/ ranah konkret dan ranah abstrak terkait dengan perkembangan gari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B.Kompetensi Dasar

56. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam bentuk semangat belajar

57. Menunjukkan perilaku sungguh-sungguh, tanggung jawab , peduli ,kerja sama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

58. Menunjukkan perilaku jujur, disiplin, percaya diri ,dan bertanggung jawab dalam melaksanakan komunikasi tranaksioal dengan guru dan teman.

59. Menunjukkan perilaku tanggung jawab , peduli,kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.

60. Memahami teks khusus dalam bentuk greeting card,sangat pendek dan sederhana, terkait hari-hari special dengan memperhatikan fungsi social,struktur teks, dan unsur kebahasaan , secara benar dan sesuai konteks.

C. Indikator:

- Mengidentifikasi berbagai vocabulary dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai vocabulary dalam dialog

D. Tujuan Pembelajaran:

- Siswa dapat mengidentifikasi berbagai sinonim dalam kalimat sangat sederhana
- Siswa mampu mengidentifikasi sinonim sesuai dengan kata yang telah ditentukan
- Siswa mampu mendiskripsikan sebuah kata (sinonim) dengan menggunakan kata-kata yang telah ditentukan

E. karakter peserta didik yang di harapkan:

- a. Religius
- b. Rasa ingin tahu
- c. Komunikatif
- d. Kerja keras

e. Tanggung jawab

F. Model/metode pembelajaran:

- word wall strategy

G. Materi Pembelajaran

- example of vocabulary (sinonim,antonim,meaning,translation)

H.Langkah –Langkah Pembelajaran

NO	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan awal:</p> <ul style="list-style-type: none">▪ Salam dan berdo'a sebelum memulai proses belajar mengajar▪ Memeriksa kehadiran peserta didik sebagai sikap disiplin▪ Motivasi <p>Siswa menyimak pengantar materi yang akan di pelajari</p> <ul style="list-style-type: none">▪ menyampaikan tujuan pembelajaran.	10 menit
2	<p>Kegiatan inti :</p> <ul style="list-style-type: none">▪ peneliti memberikan contoh vocabulary (sinonim ,antonym,meaning,translation)▪ peneliti bertanya kepada siswa teks/dialog apa yang	60 menit

ditampilkan

- peneliti memberi tahu teks/dialog yang akan ditampilkan
- Memperkenalkan sebuah strategy word wall kepada peserta didik dan menjelaskan manfaat dan cara mengaplikasikannya didalam proses meningkatkan vocabulary.
- peneliti meminta siswa untuk membagi 2 kelompok
- Peneliti meminta peserta didik menuliskan beberapa vocabulary (sinonim,antonim,meaning,translation) didalam topic **“My bedroom”**
- peneliti menerapkan strategy (word wall) dalam sebuah teks **“My bedroom”**
- Peneliti meminta setiap kelompok untuk mencoba membaca didepan kelas vocabulary (sinonim,antonym,meaning ,translation) yang mereka dapatkan dalam teks tersebut.
- peneliti meminta siswa untuk menulis vocabulary yang mereka dapatkan.
- Setelah itu peneliti akan meminta peserta didik atau grup yang tercepat dalam menghafal tiap kata tersebut dan perserta didik atau grup yang tercepat akan diberi score.

	<ul style="list-style-type: none"> ▪ peneliti memandu siswa untuk menulis beberapa kata (sinonim,antonym,meaning ,translation)dalam “My bedroom”dengan menggunakan word wall strategy.kemudian menempelkan kata tersebut kedinding kelas mereka. ▪ Setiap siswa harus menjawab pertanyaan dari peneliti. 	
3	<p>Kegiatan penutup :</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> ▪ Peneliti akan meminta siswa untuk menulis kosa kata (sinonim,antonym,meaning ,translation) yang mereka dapatkan dari word wall strategy berdasarkan kata yang mereka ingat. ▪ Melakukan penilaian dari tugas yang telah dikerjakan 	10 menit

H. Sumber Belajar

1. Buku LKS bahasa inggris SMP/MTS kelas VII
2. word wall strategy.

I. Penilaian

- Teknik : tes tertulis
- Prosedur : selama proses

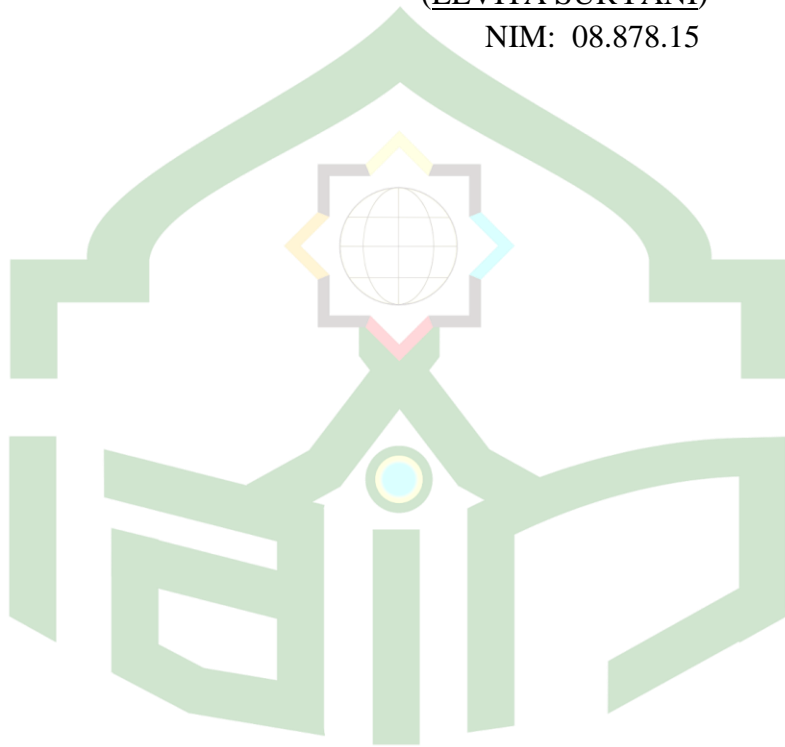
- Bentuk : penugasan
- Instrument : terlampir

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INSTITUT AGAMA ISLAM NEGERI
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CONTROL CLASS

Sekolah : MTs Negeri 3 Kerinci

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII 1/2

Materi pokok : "My Lovely"

Sub materi : Vocabulary

Alokasi Waktu : 1 X 45 menit

Pertemuan : 5 (lima)

A. Kompetensi Inti

49. Menghargai dan menghayati ajaran agama yang dianutnya
50. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
51. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, technology, seni, budaya terkait fenomena dan kejadian tampak mata
52. Mencoba mengolah, dan menyajikan dalam bentuk/ ranah konkret dan ranah abstrak terkait dengan perkembangan sains yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

61. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam bentuk semangat belajar

62. Menunjukkan perilaku sungguh-sungguh, tanggung jawab , peduli ,kerja sama dan santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
63. Menunjukkan perilaku jujur, disiplin, percaya diri ,dan bertanggung jawab dalam melaksanakan komunikasi tranaksioal dengan guru dan teman.
64. Menunjukkan perilaku tanggung jawab , peduli,kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
65. Memahami teks khusus dalam bentuk greeting card,sangat pendek dan sederhana, terkait hari-hari special dengan memperhatikan fungsi social,struktur teks, dan unsur kebahasaan , secara benar dan sesuai konteks.

C. Indikator:

- Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana
- Mengidentifikasi berbagai informasi dalam dialog

D. Tujuan Pembelajaran:

- Siswa dapat mengidentifikasi berbagai vocabulary (S. A. M . T) dalam kalimat sangat sederhana
- Siswa mampu mengidentifikasi vocabulary (S. A. M . T) sesuai dengan kata yang telah ditentukan
- Siswa mampu mendiskripsikan sebuah kata dengan menggunakan kata-kata yang telah ditentukan

E. karakter peserta didik yang di harapkan:

- a. Religius
- b. Rasa ingin tahu
- c. Komunikatif

d. Kerja keras

e. Tanggung jawab

F. Model/metode pembelajaran:

➤ word wall strategy

➤ Tanya jawab

G. Langkah –Langkah Pembelajaran

NO	Langkah-Langkah Pembelajaran	Waktu
1	<p>Kegiatan awal:</p> <ul style="list-style-type: none">▪ Salam dan berdo'a sebelum memulai proses belajar mengajar▪ Memeriksa kehadiran peserta didik sebagai sikap disiplin▪ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya,.....▪ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	10 menit
2	<p>Kegiatan inti :</p> <ul style="list-style-type: none">▪ Guru menanyakan kembali materi yang telah di pelajari pada pertemuan sebelumnya.	60 menit

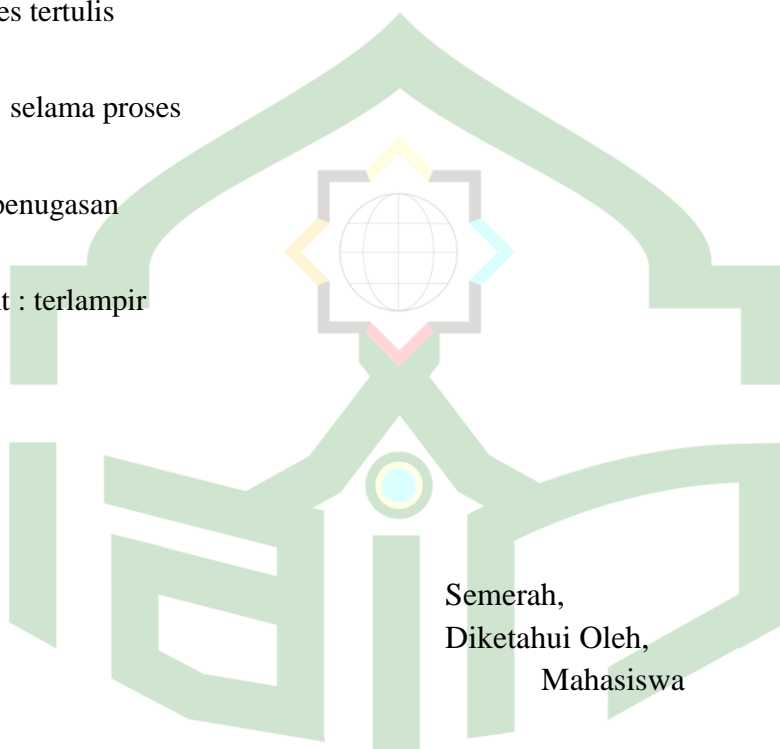
	<ul style="list-style-type: none"> ▪ guru memberikan contoh vocabulary (S. A. M . T) dalam sebuah teks kepada masing-masing kelompok ▪ guru meminta siswa untuk membaca teks . ▪ siswa membahas tugas yang diberikan serta mencari dan mencatat kosa kata terutama vocabulary (S. A. M . T) yang terdapat dalam teks ▪ beberapa perwakilan siswa menyerahkan hasil dari kosa kata yang didapatkan kepada guru. ▪ guru meminta siswa untuk mengerjakan tugas activity 1 ▪ guru meminta siswa mengumpulkan hasil tugas activity1 . 	
3	<p>Kegiatan penutup :</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> ▪ menanyakan manfaat pembelajaran yang baru diselesaikan ▪ menanyakan kesulitan dalam melakukan aktivitas belajar ▪ menyimpulkan hasil pembelajaran ▪ menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	10 menit

H. Sumber Belajar

1. Buku LKS bahasa Inggris SMP/MTS kelas VII
2. word wall strategy.

I. Penilaian

- Teknik : tes tertulis
- Prosedur : selama proses
- Bentuk : penugasan
- Instrument : terlampir



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