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**THE COMPARATIVE STUDY BETWEEN LEARNING ENGLISH  
VOCABULARY BY USING WORD WALL AND GUESSING WORD AT THE  
FIRST YEAR STUDENTS OF SMPN 3 SUMBERJAYA MAJALENGKA**

**A THESIS**

Submitted to the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati*  
State Institute for Islamic Studies in Partial fulfillment of the Requirements of Islamic  
Scholar Degree in English Education Department



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CIREBON**

**2012**



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## ABSTRACT

### **MARIA ALQIBTHIA: The Comparative Study Between Learning English Vocabulary by Using Word Wall and Guessing Word at the First Year Students of SMPN 3 Sumberjaya Majalengka.**

Learning English vocabulary is fundamental for the students when they learn English as a second language. So, learning English vocabulary needs a good media. It can make the students feel enjoy in the process of teaching and learning in the classroom. In general the first year students of *SMPN 3 Sumberjaya Majalengka* not all of them are good in vocabulary competence. In other words, the students' vocabulary is lack. Word wall and Guessing word are some of media in teaching and learning English vocabulary that can be chosen by the teacher. It is because word wall and guessing word are considered as the suitable and interesting media that can be applied in this school.

The aims of this research are to know the students' competence in learning English vocabulary by using word wall, to know the students' competence in learning English vocabulary by using guessing word and to know the comparative study between learning English vocabulary by using word wall and guessing word.

The method of the research is using quantitative method. The techniques of collecting data are as follows: observation, interview, and test. The data which have been obtained are then analyzed by means of using the t-test formulation.

The result of the research indicates that the writer concludes that the student' competence in learning English vocabulary by using word wall better than using guessing word. The mean score of  $X_1$  variable is 84.4. The mean score of  $X_2$  variable is 75.8. And there is a significant comparison between learning English vocabulary by using word wall and guessing word. According to calculating of t-test is 6.4 and df (degree of freedom) is 78, the writer looks the table by those value it is shown 1.99. The score of t-test (6.4) is higher than t-table (1.99). Based on the result of the research, it is known that learning English vocabulary needs a good media to improve the students' vocabulary competence. So, the students can improve their skill in listening, speaking, reading, and writing. Word wall and guessing word are some of good media that can be applied in learning English vocabulary. It also can make the



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process of teaching and learning in the class more interactive and fun. The result of the research hypothesis ( $H_a$ ) is acceptable in this research and the null ( $H_o$ ) hypothesis is rejected, because the observe higher than the critical value or  $6.4 > 1.99$  or there is positive and significant the Comparative Study between Learning English Vocabulary by using Word Wall and Guessing Word at the First Year Students of SMPN 3 Sumberjaya Majalengka.

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**Approved by:**



## PREFACE

First of all, the writer would like to praise Allah the Almighty for the blessing and mercy given to me during my study and in completing this thesis. May invocation and safety always given to the prophet Muhammad SAW., (peace be upon him) who has brought human beings from the darkness to the lightness, his family, his colleagues, and his followers up to the end of the world.

The writer would like to thank to the people who contributed their ideas and time given to me in completing my thesis. The writer is very grateful thanks to Excellencies, among other:

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7. Mustopa, M.Ag, as the second Examiner.
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Who has given motivation, and help to the writer when doing the research at school.
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10. The first year students of *SMPN 3 Sumberjaya Majalengka* who have given motivation and help to the writer when doing the research at school.
11. My father and my mother who have supported finance, spirit and prayers for my success.
12. And also grateful to my boy friend for his help and support in writing this thesis and all my friends who might not be mentioned individually here.

The writer realized that this thesis is still from being perfect and there are many mistakes either in the arrangement or in content. Therefore, she would welcome to the comment and suggestion from the reader.

Finally, the writer hopes this thesis will be some valuables to the readers especially for the writer herself and for the English Department of *IAIN Syekh Nurjati Cirebon* as a reference in general.

Cirebon, July 2012

The Writer



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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Any language existing in the world although that language has not been used any more by the people in the world such as, Sanskrit and Latin of course will consists of four language skills namely, listening, speaking, reading, and writing. These four language skills are supposed to be a unity which is one another cannot be separated one and another in a language event. However, one of the language skills which are very out standing among the other three language skills is speaking or oral language. Both oral language and written language of course will consist of word or group of words which have a meaning. It is used to express someone's ideas, feelings, and thoughts. To get the word and group of words which have a meaning of course there will be the rules of language (grammar). But in learning English there is more important thing than grammar namely vocabulary.

Lynne Cameron (2007:72) Building up a useful vocabularies central to the learning of a foreign language at primary level. While opinions differ as to how much grammar of the foreign language can be taught, children are clearly capable of learning foreign language words through participating in the discourse of classroom activities. Vocabulary has moved to centre stage in foreign language teaching in recent years, backed by substantial and increasing research. Alongside the growing importance of vocabulary, there are fascinating and, I suspect, very significant, changes taking place in how we think about the relative nature and roles of vocabulary and grammar.



In addition, Thornbury (2004:13) states that 'Without grammar very little can be conveyed.' This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent course book (Dellar H and Hocking D, Innovations, LTP): 'If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!'

Based on the statement above, it is exactly known that vocabulary is the most important thing in learning English. It is impossible to express our ideas, emotions, feelings, and desires without vocabulary. The mastery of vocabulary becomes very essential for the students to learn a language as a foreign language. Everyone cannot say or write anything without vocabulary. So, they have to learn vocabulary as much as possible. There are the definitions of vocabulary:

Oxford Advanced Learner's Dictionary (1995:1331) Vocabulary is 1 (C) the total number of words in a language; 2 (C, U) all the words known to a person or used in a particular book, subject, etc; 3 (U, C) a list of words with their meanings, esp. one that accompanies a textbook (1) in a foreign language. In addition vocabulary is the sum of words used by, understood by, or at the command of a particular person or group.

<http://www.thefreedictionary.com/vocabulary>. Cirebon, 16:57 17 Februari 2012.

Based on the definitions above, the important points of vocabulary, that vocabulary is all words. Vocabulary is one of the important things in learning English. So, we have to know the words as much as possible in order to be able to communicate with others well, especially in English.



In general the first year students of *SMPN 3 Sumberjaya Majalengka* not all of them are good in vocabulary competence. In other words, the students' vocabulary competence is lack. They usually make the same spelling mistakes over and over again in their writing. In addition, they only look for the meaning of the words from the dictionary or wait the meaning of the words from the English teacher. So, they become dependent on dictionary and the English teacher. The condition should be found out suitable media in Learning English Vocabulary in this school. Honestly speaking, there are many media of teaching and learning English Vocabulary that can be used by English teachers. Such as, flash card, picture dictionary, anagram game, word card, word wall, guessing word, and so on. Every media of course has advantages and disadvantages. That is why; the English teacher should be wise and skillful to determine the suitable and interesting media of teaching and learning English Vocabulary which is appropriate with this school and the students' condition.

To know the real process of teaching and learning English in the first year students' of *SMPN 3 Sumberjaya Majalengka*, the writer has done observation on (21 May-21July) by visiting the school and observing directly the process of teaching and learning in the classroom. The writer found out the students' vocabulary competence. Most of them are not good in vocabulary competence. The writer also found out the books that are used by the students and the teacher.





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But honestly speaking, the teacher did not use a media in teaching and learning English.

The observation was carried out on (21 May-21 July). Most of the students of *SMPN 3 Sumberjaya Majalengka* although not all of them are not good enough in their vocabulary competence. It is probably because they are not given an interesting media in learning English vocabulary by the English teacher. Even some students do not have English dictionary. So, they only wait the meaning of the words from the English teacher and they forget it the other days. So, they cannot improve the four skills namely, listening, speaking, reading and writing. If the teacher does not find the new way to teach vocabulary, the students cannot learn English well, because learning vocabulary is fundamental. The ability of the students to learn English especially to read as well as to comprehend the subject is determined by vocabulary competence. This is the definition of competence:

Douglas Brown (2007:30-31) Competence refers to one's underlying knowledge of a system, event or fact. In reference to language, competence is one's underlying knowledge of the system of a language – its rules of grammar, its vocabulary, and all the pieces of a language and how those pieces fit together.

Franken (1982:409) defines that competence is skill, ability, capacity, proficiency, or fitness. Based on this definition of competence, the students' skill in vocabulary should be improved with learning it regularly. If the students have no or lack of vocabulary, the ability to communicate and to convey their need



could not be established. The more words we know, the more we will be able to understand what we hear and read, and the better we will be able to say what we want to when speaking or writing. And the most important thing is the students enjoy in learning English vocabulary by using interesting media or strategy, so the students do not feel bored in the process of teaching and learning in the classroom.

The problem solving that's offered by the writer because of those problems in order to make learning vocabulary more meaningful and fun for the students so the writer uses approach or interesting median in learning vocabulary by using word wall and guessing word. Callella (2001:3) defines that a word wall is an organized collection of words in large print and displayed in an area of the classroom where it can be easily seen.

According to Klippel, (1994:13) "The basic rule of Guessing word games is eminently simple; one person knows something that another one wants to find out".

Based on the statement above, it is becoming the reason for the writer to give the title in this thesis namely, **"The Comparative Study between Learning English Vocabulary by Using Word Wall and Guessing Word at the first year students of SMPN 3 Sumberjaya Majalengka."**



## B. The Identification of the Problem

To identify the problem in writing this thesis, the writer has classified it into the following parts:

### 1. The Research Field

The research field in writing this thesis is vocabulary, discussing the word wall and guessing word as some of media in learning English vocabulary in order to improve the students' vocabulary competence.

### 2. The Kinds of Problem

The kinds of the problem in writing this thesis is discussing the students' vocabulary competence. Because, the students of *SMPN 3 Sumberjaya* have difficulties in learning vocabulary. They usually make the same spelling mistakes over and over again in their writing. They also only find the meaning of the words from the dictionary. So, they are dependent upon dictionary and wait the meaning of the words from the English teacher. The students cannot learn English vocabulary well. It makes the students do not have many vocabularies. The writer wants to know what the method can help the students in learning English vocabulary, by using word wall and guessing word.

### 3. The Main of the Problem

The main of the problems in this research is lack of the students' vocabulary competence. Therefore, the writer tries to apply new media by



using word wall and guessing word, as the problem solving to solve the problem.

### **C. The Limitation of the Problem**

In this thesis, the writer has decided to limit the topic in order to avoid a wider problem intended in writing this thesis, the writer only discusses the comparative study between learning English vocabulary by using word wall and guessing word.

### **D. The Questions of the Research**

Based on the reason above, the writer has tried to give class attention to know:

1. How is the students' competence in learning English vocabulary by using Word Wall?
2. How is the students' competence in learning English vocabulary by using Guessing Word?
3. Is there any positive and significant comparative study between learning English vocabulary by using Word Wall and Guessing Word?

### **E. The Aims of the Research**

Based on the questions of the reason above, the writer has tried to arrange the aims of the research as follows:

1. To know the students' competence in learning English vocabulary by using Word Wall.
2. To know the students' competence in learning English vocabulary by using Guessing Word.
3. To know the positive and significant comparative study between learning English vocabulary by using Word Wall and Guessing Word.

#### **F. The Usefulness of the of the Research**

In writing this thesis, it is hoped that the students can enjoy learning English vocabulary by using word wall and guessing word. So, they can improve their vocabulary competence. As a result, the students can improve their skills in listening, speaking, reading and writing. And the word wall and guessing word as some of media in learning English vocabulary can be implicated by the English teacher to teach vocabulary because word wall and guessing word are considered as the suitable and interesting media that can be applied in this school.







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