

CHAPTER 4 RESEARCH FINDINGS

This chapter presents finding and discussion about the implementation of word wall vocabulary to increase students' mastery on spelling and also the difficulties about applying the media in English students' of MTsN Bangsal Mojokerto. In the finding, the researcher described the process of collecting data and finding. Then in the discussion, the researcher concluded the findings of the implementation and also the difficulties of using word wall vocabulary to increase students' spelling.

A. Research Findings

The research has collected all the data by using all of the techniques discussed in the chapter III: interview, observation and document analysis. Then, the result of the data written based on the research questions as follow:

1. How is the implementation of word wall vocabulary in learning spelling at MTsN Bangsal Mojokerto?
2. What are the factors that influence students' difficulties in implementing word wall vocabulary to teach spelling at MTsN Bangsal Mojokerto?

Those findings are categorized based on the research question below:

1. The implementation of word wall vocabulary media

a. Using word wall vocabulary media to teach English

In this research, researcher found the implementation of word wall vocabulary for teaching English especially about spelling. The word wall media used to collect some vocabulary today that taken from the materials of the day.¹⁴³ The topic or materials took from learning book and teacher also added the other sources to increase student's

¹⁴³ Gruber. B, *Instant Word Wall High Frequency Words*. (CA: Practice & Learn Right Publications, .1998)

knowledge. In addition, teacher used simply word wall vocabulary media that can create by students and teacher easily. They can easy to find out the materials to create word wall media (*see appendix 8*). Researcher used thick paper to make path media for write the words. So teacher and students can use materials around of them to create word wall vocabulary media. On the word wall media, teacher added the academic word and non-academic word on the word wall. Teacher also added general material of the day (*see appendix 8*). Academic words is the words that took from the books, and non-academics words took from some words or vocabularies that built, developed and increased students' vocabulary, and can use for the daily conversation. Teacher also displayed new vocabulary words to increase student's vocabulary words. So words wall media is very useful to increase students' ability of English.

Again, from the words on the word wall vocabulary media above, teacher asked students to find out the words on the text based on the topic the day (*see appendix 8*). Teacher gave students new vocabulary words and asked them to write down on the paper. Then, teacher asked students to find out the meaning each words and asked them to spell each word correctly. So word wall can make students easily to learning spelling.

Additionally, researcher found that teacher combined learning spelling with other language skill, writing and speaking skill. In teaching writing skill, teacher used word wall vocabulary to display some key words and used it to make students' written text. The key word took from the students books (*see appendix 5*). A student has to write down some word in the patch media or piece of paper and students has to read the words in front of the class and find out the meaning each words. In learning writing skill, not only about how students write the word, but also about the punctuation, spelling, handwriting, diction and

also meaning, (*see appendix 4*). For example, if students wrote the word with wrong spelling and diction, the word is difficult to read and also have other meaning. General examples is, the sound /k/ may be spelled *k*, *c*, *ck*, or *ch*, whilst the vowel sounds in the words *to*, *too*, *two*, *sea* and *see*, or *bow* and *bough*, are all pronounced the same but spelled differently.¹⁴⁴ Sometimes, students felt difficult to pronounce well, because they also feel difficult to spell well. So, a teacher has to teach spelling in correct way. The mistake of spelling in developing writing and other skill because of the words have same pronunciation and how to write is similar, but have different meaning and spelling. So learning about the mechanical writing is important.

In addition, based on observation checklist (*see appendix 8*), teacher used visualization classroom. Visualization classroom is the class used pictures, photo, chart and other media that just not contain written materials only. So students can easy to remember the materials, because generally learner likes visualization material than written materials. In traditional teaching, students felt bored and lazy, because teacher asked them to write down the materials, seldom without explanation.¹⁴⁵ So, by using word wall vocabulary media, students looked happy and interest in teaching learning process. In summary, word wall can help students to increase their spelling and also their vocabulary.

Additionally, researcher used checklist document analysis using teacher's lesson plan. Researcher wrote a rubric based on the book of

¹⁴⁴ Emily J.R. Colchester, *Can We Improve Children's Spelling Ability By Teaching Morphemes Through Text Reading? An Intervention Study Exploring The Relationship Between Morphological Awareness And Literacy*, Doctorate In Professional Educational, Child And Adolescent Psychology 2007-2010, institute of Education, university of London,

¹⁴⁵ Prihatin Dwi Ari (English teacher in MTsN Bangsal) interview on Tuesday 14th of March 2017 at 19.00 p.m.

teaching practice course of Tarbiyah and Teacher Training 2017 to analyze the lesson plan. So analyzing the lesson plan can clearly and easy to find out the result (*see appendix 4*). From the lesson plan, researcher knew the uses of word wall vocabulary to support English teaching learning process and can made prediction about the implementation of word wall to increase students spelling. Based on the lesson plan, researcher also knew the teaching process of spelling, weather spelling is to be a skill that has time to teach or just integrated skill that have not time to teach. Teacher also created or chose a learning media based on the condition of students and class. So teacher not use all of the theory of media, but teacher chooses some ways based on the condition of students.

Additionally, word wall media is a media that chosen by teacher for teaching learning English especially spelling, that covered with writing and speaking skill. So, not only increase spelling students, word wall media also can increase writing and speaking students. Of course, word wall is one of the interest media for teaching learning process.

b. Learning Spelling

Spelling is one of the branches of skill that is important skill, because spelling is influence other English skill, such as writing skill, speaking skill and also reading skill.¹⁴⁶ Researcher found that learning spelling is the way of teacher to increase other English skill. So teacher always gave spelling learning to students that beginning from little things, such as spelled their name, wrote some words, and spelled some words on the word wall correctly, asked students to sing ABC song to increase their memory about alphabetic in English, for starting lesson each meeting teacher always accosted students with English

¹⁴⁶ Read Naturally “*Spelling Strategies for Teaching Spelling*”, (www.readnaturally.com), accessed on December 15, 2016 At 14:50:59

greeting. From this habit, teacher believed that increasing students' spelling can increase students' English skill (*see appendix 8*).

Additionally, researcher found that teacher gave interactive game to make students active and did not bore in learning process (*see appendix 6*). Some activities include using balloon. Students who got a balloon, they have to go forward in front of class and have to tell to their friend about their self, their family or their activity (*see appendix 6*). From this activity, teacher analyzed the students competent about their spelling and also their speaking, because teacher also combines the spelling learning with speaking learning. Of course, teaching spelling cannot be separated with teaching other English skill. Teachers combined learning spelling with other English skill, because spelling is not the main skill of English, spelling is branch of English skill, so cannot teach separately.

In addition, spelling has correlation with speaking skill, how students' spelling is influence ability to speaking words. Teacher sometimes asked students in randomly based on the date, month or other number that connect to student's number (*see appendix 8*). Teacher asked to spell their name or other word correctly. So students can try to spell word spontaneity. From these activities, students explored their English skill and also developed their spelling ability, vocabularies and other skills. Furthermore, teacher always asked to students to bring their dictionary. Dictionary is one of tools that can help students to increase their ability to spell. Based on research (*see appendix 5*), teacher asked students to correct their spelling word on their written by using dictionary, so students can active in class and students tried to solve their problem.

In summary, researcher found that teacher used favorite media for teaching English in classroom. Teacher used word wall vocabulary media. Word wall vocabulary media is interactive media for students to

learn English that also covered other skill, include writing skill, speaking skill, spelling and reading skill. Word wall vocabulary media contained some words on the board or patch media and usually adding some picture or graphic.

2. The factors that influence students' difficulties in Implementing Word Wall Vocabulary

Teaching English in the school definitely have many difficulties. The difficulties can come from students, teacher and also other factor.¹⁴⁷ And there are many factors that influence the difficulties. Here, researcher found some difficulties on the process of teaching learning in the classroom. Some factor from students and teacher.

a. The Factors that influence teacher difficult to teaching spelling using word wall vocabulary

Teacher is one of the factors that can influence the developing of teaching learning process. Because teacher is a motivator, facilitator, lecturer, designer, planner and other position on the learning process in the class. So, teachers have much important role on the teaching learning process.¹⁴⁸ If there are difficulties in learning process, sometimes teacher also can influenced. Here, there are two factors that influence teacher in delivery the materials to students in the class based on the research:

1. Internal Factors

Internal factor is the factor from the teacher herself. Teacher has individual problems that can influence the process of teaching learning process. In internal factors, teacher have to decrease by herself, because sometimes internal factors as characteristic of teacher or from her habitual. From this research, researcher found teacher have one problem in teaching process, which is soft or slow of voice (*see appendix 8*). Voice of teacher is the important things that are main component that influence learning process.

¹⁴⁷ Dalyono, M. *Psikology Pendidikan*. (Jakarta:Rineka Cipta, 1997) 239

¹⁴⁸ Harmer, Jeremy. *The practice of English language teaching*. P 201-204

Based on the research, researcher found students have given more attention to teacher because teacher have not loud of voice. But, not all of students give more attention to teacher if the voice of teacher not louder, some students discuss with their friends, sleepy and doing other things. Because of they cannot cover teacher voice. In this research, researcher found that teacher always walks more closely to students and monitoring students in teaching learning process (*see appendix 2*). So, teacher not only sits down or stands up in front of the class, her build chemistry with students to make easy for shared the knowledge.

2. External Factors

External factors are the factor from outside of teacher. Based this research, researcher found external factor that influence teacher in teaching learning process are lack attention of students (*see appendix 8*).

Researcher found that some students are uncooperative with teacher (*see appendix 2*), students talk with other students in class, and teachers have not attention from students, so the teaching learning process cannot happen well. Based on the research, researcher found that sometimes teachers end the explanation to ask attention from some students. In the research class, there are students who don't care with teacher because of many problems, there are the time of learning is the last time, so students feel lazily, sleepy and hungry, so the lesson is lack attention (*see appendix 2*).

Based on the observation on the class (*see appendix 8*), researcher found that teacher uses the way to get attention from students. Teacher tries to make students give attention to teacher by calling students who are not attention to the lesson, and asked them to answer some questions or asked to singing in front of the class, and also teacher asked students to replay teacher's explanation to students. If those students cannot do the ordered, teacher gives them

punishment. So, teacher always try to make the learning process to be an interesting learning and easy to understanding by students. Of course teacher always try to decrease the problems that happen in the class.

b. The Factors that influence students to learning spelling using word wall vocabulary

Students are the main subject in teaching learning process. Not only teacher who are the factor that can influence teaching learning process in the classroom, students also can influence the success of the teaching learning process. Here, researcher found two factors that influence students in teaching learning process: internal and external factor;

1. Internal Factors

Internal factors is the factor that come from students itself, that the factor sometimes from students' characteristic. Moreover, the factors are:

a) Afraid

Some students feel afraid to answer or asked questions to teacher. Students feel afraid to speaking English. They afraid if their word is wrong and no one can understand the meaning. Based on the research (*see appendix 1*), teacher said that some students afraid to speak English, they afraid to take a wrongness, because they feel shy if other students make parody from the wrongness. So they choose to silent when learning process. Some students' uses mix language, English and *Bahasa*, to asking, answering and communicating in the classroom. They uses mix language because of their vocabulary are limit, their ability of spell the word also limit, and sometimes they afraid to be an object of ridicule by their friends, because of their mistake. In summary, researcher found teacher gives them motivation to learning English. Teacher also gives facility to students for asking and sharing their idea or problems with limited English, but teacher help

them to learn for English well (*see appendix 4*), by give students behavior using English in class.

b) Lack of motivation

Lack of motivation is the condition when students have not much motivation from their self and from the outsides, such as family, friends and teacher. In this research, researcher found that students who lack motivation are leaning to lazy and inattention in the learning process in the class (*see appendix 8*). Sometimes they disturb their friend to asked them for inattention to the learning process. One of the examples of the students lack motivation is they have not the goals with the learning process, so they did not attention with the learning process.

c) Shy and Unconfident

One of the characteristic students is shy and unconfident (*see appendix 4*). Students sometimes shy to speak English in class, because they also feel afraid if make mistake. Researcher found that students felt shy because they have not confident to express their idea about learning English. In learning to spell, students felt unconfident to spell a word in front of class, because they were shy to pronounce a word with wrong pattern. Based on interview with one of students, they said that they were shy and afraid to express their English competent. So, students passive and did not response in learning in the class. Additionally, most of students in the class still used their mother tongue and accent *bahasa* for speaking English. So, teacher builds their confidents to speak English and always give training to them (*see appendix 8*).

d) Laziness

Laziness is one of problems that most of students have it. Laziness is internal factor that can influence students in teaching learning process. In this research, researcher found that some students lazing in class because they lack of motivation and

some students did not understand with English (*see appendix 4*). They feel English is difficult lesson, they difficult to speak, spell correctly, read the text, translate the words and answer the teacher's questions. Because of the problems above, students feel lazy to learning English.

In this research, students difficult to spell or pronounce words on the word wall, they also shy to read the words because they cannot spell each letter correctly (*see appendix 8*). In internal factors, each aspect has correlation each other. Students who have lack of competent of English, can make students feel shy and unconfident to speak, spell, read, write, and other English skill. Here, teacher has to give motivation to students and give behavior to uses English.

2. External Factors

An external factor is the factors that happen to students which influence from other peoples or other things. In this research, researcher found that students have problems in teaching learning English because of other factors excluded the factors from their self. The factors include; student's harassment and teacher's strategy:

a) Students' Harassment

Each student have different characteristics, there are silent students, close students, noisy students, cleaver students, fast and slow students. In the class of research, researcher found that the class is homogeny classroom (*see appendix 5*). There are kind of students in the classroom, silent and naughty students, fast and slow learner.

Some silent students sometimes disturbed by other students or naughty students (*see appendix 8*). A naughty student is students who did not care with teacher and learning process. They always make crowded situation in the class and disturb other friends. Based on the research, researcher found that

teacher also gives attention to naughty students in the class so that naughty students did not disturb other students (*see appendix 8*). Teacher asked naughty students to read the text, to answer some question as they can answer, and sometimes move forward their chair. So, naughty students can give attention to learning process and the teaching learning process can happen well.

b) Teacher's Strategy

Teacher's Strategy in learning process in the class can influence students motivation and competent in English. Generally, researcher found that teachers' competent can influence students' competent. But from the statement, the students' competent not only influenced by teacher, the other aspects include; hardware and software in school, the school environment and family environment.

In addition, students said that sometimes they did not completely understand with teacher's ideas (*see appendix 4*). Teachers have to explained more and repeated for many times to make students completely understand. So, here researcher conclude that teacher want to make students really understand well and increase their knowledge (*see appendix 2*).

On the other hand, researcher looked that teacher already teach based on student condition. Teacher have standard grade for English, but teacher not imposes students to achieve high grade but have not competent about English, so they just cheat the task from their friends. Teacher appreciate with students' competent and the effort. In addition, based on research (*see appendix 5*), the way teacher teaching English, teacher used mix-language to communicate with students, but teacher always give behavior for students to uses English for communication with other friends and with teacher. Teacher also asked students to bring and use their own dictionary to support their English. So they can increase their English vocabulary. In summary,

researcher found that teacher's strategy English in class is suitable with students' condition and students' need. But, sometimes students' feel that they cannot keep up with teacher's ideas, because of their limitations of their knowledge.

B. Discussion

In this section, researcher discusses the result of finding data and compare with some theory that related with research problems.

1. Word wall vocabulary media used to teach English skill, especially spelling

For the first problem, researcher found that the implementation of word wall vocabulary is implementing not only for vocabulary skill, but also for other English skill. Word wall vocabulary media has very useful for students to help them in the process of writing and reading.¹⁴⁹ Word wall vocabulary contains some vocabulary that collected some words to increase their vocabulary skill for their reading and writing skill. In this research, researcher found the implementation of word wall vocabulary to help students to increase spelling. Word wall collect some vocabulary to training the spelling students. In teaching spelling using word wall vocabulary, researcher found that teacher also correlated spelling with other skill, such as speaking skill and reading skill. So researcher believed that word wall vocabulary can influence in increasing other English skill. In addition, word wall can use as a game to guided the reading student.¹⁵⁰ By used for game and guided reading students, word wall also can increase students' spelling. Based on the previews literature reviews, spelling is influence reading skill. So, increasing spelling can also increase reading skill.

¹⁴⁹ Kieff. Judith, *Winning Ways with Word Walls* (Department of Curriculum and Instruction University of New Orleans, 2003)

¹⁵⁰ *Writing and Spelling Strategy*, Australia: NSW Department of Education and Training, 2007

Word wall is interactive media that used to teach English skill for students. On the journal of education from Yates, P., Cuthrell, K, and Rose, M., also conclude that word wall success in teaching vocabulary students and also word wall can implementing for middle school students. Moreover, word wall not only can teach for elementary school, but word wall also can used to teach for middle school students based on their need in teaching learning process. From the result above, researcher conclude that word wall vocabulary media is interest and had good effect for English learning.

In this research, researcher found that word wall is implementing for students of junior high school. Word wall also can make students active in class. Researcher also found that word wall is visual media that most of students like it. So, word wall can implementing not only for vocabulary skill, but also for other English skill.

Spelling is important skill that influences other skill. This statements supported by statement from Mandi M. John, he said that Students' spelling abilities play a factor in their reading fluency, as well as, reading comprehension.¹⁵¹ So, students' have to learn to spelling for increase their reading skill. In addition, spelling is also being a small aspect of writing is often disregarded by both the students and also the teachers, whereas Fergus states that there is a definite need for good spelling in the written communication.¹⁵² That is the reasons why spelling is important, because students who have good spelling certainly have good writing skill. Additionally, the difficulty in mastering writing skill is due to many aspects that students should learn in order to gain an

¹⁵¹ Mandi M. Johnson, *The Relationship Between Spelling Ability and Reading Fluency and Comprehension in Elementary Students* (Northern Michigan University, 2013), 4

¹⁵² Fergus, P.M. 1964. *Spelling Improvement: A Program for Self- Instruction*. New York : Mc Graw- Hill, Inc

understanding writing; one of the aspects is mechanic of writing, such as handwriting, punctuation, and spelling.¹⁵³

2. The factors that influence students' difficulties in learning process

The difficult of teaching learning process based on Dalyono is influence by two factors, internal and external factor.¹⁵⁴ Internal factor comes from the students and external factor come from other person or other things. In this research, researcher found that the difficulties are influence by external and internal factor (*see appendix 2 and appendix 5*):

1. Researcher found that the difficulties for students influence by internal factors such as; laziness, afraid, lack of motivation, shy and unconfident. This kind of factors is suitable with concept from Dalyono on his book entitled Educational psychology.

In addition, for the external factor came from disturbing by their friends. Disruption or disturbing is the students' behavior in a classroom which disrupts the educational process.¹⁵⁵ In this research researcher found some students who disturbed other students because there lazy to paid attention in teaching learning process. So, teacher in this research gave more attention to all of students in class.

2. The difficulties from teacher based on theory from Abu Ahmadi and Widodo Supriyono, mention the difficulties that influence by teacher include; teacher cannot choosing the materials and method to teaching English, the interaction of teacher and students in not good and teacher give higher grade standard for students. But, researcher found the competent of English students that influenced by teacher is teacher's strategy.

¹⁵³ State Literacy Strategy, *Focus On Literacy: Spelling*, Australia: NSW Department Of Education and Training, 2007, P. 7

¹⁵⁴ Dalyono. M, *Psikology Pendidikan* (Jakarta:Rineka Cipta,1997), 239

¹⁵⁵ Amada. Gerald, *Coping with Misconduct in the Classroom*. 3