ABSTRACT


Vocabulary is an essential part of a language. Therefore, it cannot be separated from language learning. With the less vocabulary, students have difficulty in mastering four skills, those are listening, speaking, reading, and writing. It means vocabulary is the key of the four skills in English.

The research was conducted in SMA Bakti Putra Cibodas Bandung. The objective of this research is to know (1) The outcome of students’ vocabulary mastery by implementing word wall technique, (2) The outcome of students’ vocabulary mastery without implementing word wall technique, (3) The significant difference between students’ vocabulary mastery taught by implementing word wall technique and without implementing word wall technique at tenth grade of SMA Bakti Putra Cibodas Bandung.

This research used quantitative approach, specifically quasi experimental method of the pre-test and post-test control group design. The researcher measured one group of experimental class and one group of control class. A total number of population is 104 students and the sample chosen were 70 students consisted of 35 students of experimental class and 35 students of control class. The experimental class was taught by using Word Wall technique while control class was taught without using Word Wall Technique. In collecting the data, multiple choice pre-test and post-test was conducted in both groups. The test was aimed to know the enrichment of students’ vocabulary mastery by using Word Wall Technique. The data was analysed through statistical procedures.

The result of analysis for students’ vocabulary mastery can be seen from mean scores both experimental and control class. The mean of pre-test in experimental class is 54 and the post-test is 76.23 while in the control class, the mean of the pre-test is 41 and the post-test is 54. The research finding showed that the result of experimental class was better than control class. The statistical research showed \( t_{\text{count}} = 18.01 > t_{\text{table}} = 2.39 \), which means that the alternative hypothesis (H\(_a\)) was accepted. It says that the use of word wall technique affects students’ vocabulary mastery. On the other hand, the null Hypothesis (H\(_o\)) was rejected. It says the students’ vocabulary mastery is lower before being given treatments. Moreover, the class that was given treatment by word wall is 0.5. It means that the class has the average improvement. Meanwhile, the class that was given conventional technique is 0.2. It means that the class has lower improvement. Therefore, the word wall technique is an effective technique in teaching vocabulary to the students.