

Proceedings

The 5th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership

Theme : Education Innovation in Globalization Practice

22 September 2020
Postgraduate School - Universitas Negeri Medan



Supported by :



Committee

Advisors

Dr. Syamsul Gultom, S.KM.,M.Kes (Rector of Unimed)
Prof. Dr. Bornok Sinaga, M.Pd (Director of Postgraduate Program of Unimed)
Prof. Dr. Sahyar, MS.,MM (Vice Director 1 of Postgraduate School of Unimed)
Dr. Darwin, M.Pd (Vice Director 2 of Postgraduate Program of Unimed)

Conference Chair	:	Dr. Rahmad Husein, M.Ed
Secretary	:	Dr. Juniastel Rajagukguk, M.Si
Trasurer	:	Dedi Agus Syahputra, SE
Secretariat	:	Vivi Emilawati, SE.,M.Si
		1. Erika, S.Pd.,M.Pd
		2. Amir Husin Sitompul, S.Pd.I
		3. Azizi Apri Indaya, S.Pd
		4. Agus Harriyanto
Papers and Proceedings :		1. Dr. R. Mursid, ST.,M.Pd
		2. Dr. Anni Holila Pulungan, M.Pd
		3. Dr. Saronom Silaban, M.Pd
		4. Dr. Tumiur Gultom, M.Si
		5. Mangaratua Simanjorang, M.Pd.,Ph.D
Program/Event	:	1. Dr. E. Elvis Napitupulu, M.Si
		2. Dr. Rachmat Mulyana, M.Si
		3. Dr. Elmanani Simamora, M.Si
Plenary Session	:	1. Prof. Amrin Saragih, M.A.,Ph.D
		2. Prof. Dr. Abinus Silalahi, M.S
		3. Prof. Dr. Abdul Hasan Saragih, M.Pd
Parallel Sessions:		1. Prof. Dr. Edi Syahputra, M.Pd
		2. Prof. Dr. Anita Yus, M.Pd
		3. Prof. Dr. Nasrun,MS
		4. Dr. Edy Surya, M.Si
		5. Dr. Ashar Hasairin, M.Si.
		6. Dr. Rahmatsyah, M.Si
		7. Dr. Arif Rahman, M.Pd
		8. Dr. Ir. Nurfajriani, M.Si
		9. Dr. Hidayat, M.Si
		10. Dr. Fitrawaty, SP.,M.Si
		11. Dr. Albadi Sinulingga, M.Pd
		12. Dr. Wisman Hadi, M.Hum
		13. Dr. Rahma Dewi, M.Pd.
		14. Dr. Arfan Ikhsan, M.Si
		15. Dr. Saidun Hutasuhut, M.Si
		16. Dr. Jubliana Sitompul, M.Hum
Evaluator	:	1. Dr. Anni Holila Pulungan, M.Hum
		2. Dr. Syamsidar Tanjung, M.Pd
		3. Dr. Yuniarto, M.Pd
		4. Dr. Ajat Sudrajat, M.Si
		5. Dr. Ratih Baiduri, M.Si
		6. Dr. Muhammad Fitri Ramadhana, M.Si
		7. Dr. Mulyono, S.Si.,M.Si

8. Dr. Daulat Saragi, M.Hum
 9. Dr. Tumiur Gultom, SP.,MP
 10. Dr. Derlina, M.Si
 11. Dr. Elly Prihasti Wuriyani, M.Pd.
 12. Dr. Nurhayati Simatupang, M.Kes
 13. Dr. Amir Supriadi, M.Pd
 14. Anggriyani, SE., M.Si.
 15. Dr. Thamrin, M.Si
 16. Dr. Junita Friska, S.Pd.,M.Pd
- Public relations : 1. Muhammad Surip, S.Pd.,M.Si
2. Jihan Siska
- Accommodation : 1. Ater Budiman Sinaga, M.Si
2. Hendry Dalimunthe, MA
3. Reza Destya, S.Pd
4. Jasmi Assayuti, SHi
- Equipment : 1. Nur Kholila Harahap, M.Pd
2. Sofianto Gultom
3. Suhana Nasution
4. Farid Ma'ruf Harahap
5. Isachar Adry Utomo
6. Diky Arisandi
7. Herianto Samosir, S.Pd
8. Hizrah Saputra Harahap, S.Pd
9. Muhammad Isnaini, M.Pd
10. Nasiruddin, S.Pd
- IT & ICT : 1. Jerry S. Pauned, S.Si
2. Mulyanto Duha
- Transportation : 1. Hisar P. Sianturi, SH
2. Sari Purnamawati Siregar, M.Hum
3. Yutia Hafwenny, S.KM
- Consumption : 1. Susiani, S.Sos
2. Siti Rohana, M.Pd
3. Yutia Hafweny, S.KM
4. Tiarma Nova, M.Pd.
- Receptions** : 1. Nisa Ansyari Gultom, S.Pd
2. Desi Yulian, S.Pd
3. Siti Rohana, S.Pd.,M.Pd

Schedule of The 5th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2020
Postgraduate School, Universitas Negeri Medan

22 September 2020

(Indonesian time)	Activities	PIC/Moderator
07.00 – 08.30 (am)	Preliminaries	committee
08.30 - 08.45 (am)	Opening Ceremony 1. MC Speech 2. Indonesian National Anthem 3. Pray 4. Chairperson Report 5. Welcoming speech of Director of Postgraduate School 6. Welcoming speech and official opening of Rector of Universitas Negeri Medan 7. Photo session	MC (Dr. Anni Holila Pulungan, M.Hum & Sofianto Gultom, S.Pd)
08.45 – 09.25 (am)	Keynote Speech 1: Prof. Dr. Syawal Gultom, M.Pd (Universitas Negeri Medan– Indonesia)	Dr. Rahmad Husein, M.Ed
09.25 – 10.05 (am)	Keynote Speech 2 Prof. Emmanuel Manalo (Graduate School of Education, Kyoto University, Japan)	Prof. Amrin Saragih, PhD
10.05 – 10.45 (am)	Keynote Speech 3 Dr. Susan Ledger (Head of Education, Murdoch University - Australia)	
10.45 – 11.25 (am)	Keynote Speech 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD
11.25 – 12.05 (am)	Keynote Speech 5 Assoc. Prof. Yuri Uesaka (The University of Tokyo - Japan)	
12.05 – 13.30	Break	
13.30 – 15.30 (pm)	Parallel Session 1 (divided to 19 parallel rooms)	Moderator/Operator
15.30 – 15.35 (pm)	Break	
15.35 – 17.00 (pm)	Parallel Session 2 (divide to 19 parallel rooms)	Moderator/Operator
17.00 – 17.10 (pm)	Cloosing	committee

**Proceedings of the 5th Annual International Seminar on Transformative Education
and Educational Leadership (AISTEEL 2020)**

Preface

The fifth Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) was held by virtual seminar on 22 September 2020. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Educational Innovation in Globalization Practice”.

The fifth AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan - Indonesia, Kyoto University - Japan, Murdoch University – Australia, Prince of Songkla University – Thailand and from The University of Tokyo - Japan. In addition, presenters of parallel sessions come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination. The plenary speakers have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

There are 180 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 104 of them were accepted for published by Atlantis Press indexed by International Indexation, while 54 papers are published by digital library indexed by google scholar..

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 5th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) for their outstanding contributions. Thanks also given to Atlantis Press for producing this volume.

The Editors

**Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk**

Table of Content

Title And Authors	Page
The Effect of Learning Models and Motion Ability on Learning Outcomes of Volleyball Passing Skills for Class VIII Students of Junior High School 6, Academic Year 2019-2020 <i>Ihsan Azhari Hasugian; Julaga Situmorang; Abdul Hasan Saragih</i>	1-5
The Effect of Everyone is a Teacher Here Learning Model and Learning Style on The Economic Learning Outcomes <i>Swara Kasih Kartini Putri; Saidun Hutasuhut; M. Nasir</i>	6-10
The Effect of Learning and Creativity Models on the Economic Learning Outcomes of Grade XI Berastagi High School Students <i>Wisnu Saputra Sembiring</i>	11-16
The Effect of Learning Methods and Courage Towards The Outcomes of Learning Physical Education Students Class V Public Elementary School in Sub-District Tanah Jawa <i>Dewi Hamda M. Sirait; Albadi Sinulingga; Agung Sunarno</i>	17-22
Development of Exercise Variations Race After Lay Up Basketball <i>M.Anas Surimeirian; Tarsyad Nugraha; Rahma Dewi</i>	23-25
Development of Dribble Training Variations in The Basketball Extracurricular Club in State High Schools of Medan City 2020 <i>Riski Iman Siregar; Ardi Nusri; Agung Sunarno</i>	26-29
Development of Interactive Learning Media Basketball Games in Subjects Physical and Sports Health Education <i>Andes Martua Harahap; Imran Akhmad; Hariadi</i>	30-37
Speech Function in The News Broadcast of the Radio Kardopa Medan <i>Syukur Selamat Gulo; Amrin Saragih ; Sumarsih</i>	38-44
External and Internal Conjunctions in the News Story Text of the Jakarta Post <i>Novita Sari; Amrin Saragih; Anni Holila Pulungan</i>	45-49
Analysis of Chemical Practicum Guides for Learning Evaluation Based on the National Education Standards <i>Arfiena Fitria Berutu; Iis Siti Jahro; Marham Sitorus</i>	50-53
An Analysis of Students' Scientific Attitude on the Topic of Bryophytes in State High Schools of the Langkat Regency <i>Muhammad Syukri; Ashar Hasairin; Fauziyah Harahap</i>	54-57
Karonese Language Shift of Young Generation <i>Tita Nirmaliya Ginting ;Siti Aisyah Ginting; Anni Holila Pulungan</i>	58-62
Interruption in the Conversation on Corbuzier Youtube	63-66

<i>Devi Rahmawyta Sitompul; Sri Minda Murni; Anni Holila Pulungan</i>	
Analysis of the Determinan of North Sumatra Cofffe Exports to the United States Error Correctional Model Approach <i>Rimelda Rona Sar; M. Nasir; Muhammad Fitri</i>	67-70
The Implementation of Deception Strategy Used by Fahri Hamzah as an Indonesian People’s Representative Council in the Political Debate <i>Astari Rara Sandy; Sumarsih; Meisuri</i>	71-73
The Flouting Maxim in Social Interaction Expressed by The Characters in Zakeut Edition of Eumpang Breuh Movie <i>Asmaul Husna; Sumarsih; I Wayan Dirgeyasa</i>	74-77
How Children Acquire Lexical Acquisition <i>Dwi Astarini</i>	78-81
Translation Method in Web-Toon: True Beauty as Digital Comic by Yaongyi <i>Fitri Anisah Sitorus; Rahmad Husein; Sri Minda Murni</i>	82-86
Naturalization in Translation of English Accounting Terms into Indonesian <i>Anita Basrah; Anni Holila Pulungan; Rahmad Husein</i>	87-90
Types of Rudeness in the Classroom Context <i>Siti Sahuri; Sri Minda Murni; Rahmad Husein</i>	91-95
The Influence of Agriculture and Industry Sectorson GRPDin Serdang Bedagai Regency <i>Zuhari; M. Fitri Rahmadana; Arwansyah</i>	96-100
Analysis of Input Production of Rice <i>Hazlansyah Ramelan; Arwansyah; Rachmat Mulyana</i>	101-104
The Effect of Functional Training and Balanced Nutrition on Increasing Vo2max and Reduction of Percent Body Fat in Women Members of New Life Gym <i>Fery Juanda; Hariadi; Ardi Nusri</i>	105-107
The Translation of Cultural Words in Novel the Associate <i>Farah Frayenisari Sutara; Anni Holila Pulungan; Syahron Lubis</i>	108-112
Analysis of the Effect of Macroeconomic Variables to Joint Stock Price Index with Monetary Policy as Moderating Variables in Indonesia <i>A. Mahendra; Dede Ruslan; Sirojuzilam; Irsad</i>	113-118
Students’ Multilanguages Acquisition <i>Wikiaprian Pinim; Rahmad Husein; Siti Aisyah Ginting</i>	119-126
Pastap Game Development for Learning Badminton of the Mild Mental Retardation <i>Mulia Romadi Harahap; Sanusi Hasibuan; Isa Hidayati; Hariadi; Friska Indria Nora Harahap</i>	127-130

Types of Elicitation on Students' Engagement in Learning English <i>Wilda Novri Anisah; Rahmad Husein; Masitowarni Siregar</i>	131-133
Flouting Maxim of Humor in Digidoy Comic Strips <i>Yanti Hidayani Hasibuan; T. Silvana Sinar; Rahmad Husein</i>	134-136
Improvement of Mathematical Communication Skills and Student Learning Motivation Through Realistic Mathematics Education Approaches <i>Sari Arta Simanjuntak, Waminton Rajagukguk, Yulita Molliq Rangkuti</i>	137-140
Taboo Words in Rap Song Lyrics <i>Nurul Khoiriyah Hasibuan; Amrin Saragih; Rahmad Husein</i>	141-143
The Technique of Montessori Method to Investigate Reading Achievement at Preschool <i>Sofiah Rahmah Nst; Rahmad Husein; Masitowarni Siregar</i>	144-146
Analysis of Academic Supervision of Principal to Improve Teachers' Basic Teaching Skills at SMK Swasta Harapan Mekar 2 Medan <i>Fahmi, Prof. Dr. Zainuddin, M.Pd, Dr. Irwandy, M.Pd</i>	147-150
Ritual Ngumbah Keris in Javanese Society (Study on the Javanese community in the Kuala Silo Bestari sub-district, North Tanjungbalai district, Tanjungbalai City) <i>Syuhady Witana; Ichwan Azhari; Pujiati Chalid</i>	151-153
The Effect of Literature Circle and Students' Interest on Students' Reading Comprehension Achievement <i>Siti Soleha; Rahmad Husein; Zainuddin</i>	154-158
The Development of Game Based on Basic Motion Learning Model in SD Brigjend Katamso Medan <i>Iswanta Ginting, Haradi, Sanusi Hasibuan</i>	159-162
Types of Intertextuality in Opposite Editorials Related to the Vice Presidential Candidates Debate Topics 2019 <i>Elsi Revita Hasibuan; Anni Holila Pulungan; Sri Minda Murni</i>	163-168
Lexical Metaphor Used in Awaken the Giant Within for Transforming Lives of Students <i>Henri Dunant Biha; Rahmad Husein; Anni Hollila Pulungan</i>	169-171
Analysis of Factors Affecting Rice Imports in North Sumatera <i>Adiguna Dwirusandi; Dr. Arwansyah, M.Si.; Dr. Fitrawaty, M.Si.</i>	172-175
Types and Functions of Fillers Used by Indonesian Celebrities in Seleb English Youtube Videos <i>Ella Marissa Pardede; Amrin Saragih; Anni Holila Pulungan</i>	176-180
Analysis of Labor Demand and Supply in North Sumatra <i>Muhammad Alhasymi Matondang; Dede Ruslan; Indra Maipita</i>	181-185

Culturally Loaded Words and Phrases in Nevermoor Translated into Bahasa Indonesia <i>Noni Indani</i>	186-189
The Effect of Word Wall Strategy and Students' Interest on English Vocabulary Mastery <i>Siti Fadhilah Siregar; Anni Holila Pulungan; Sri Minda Murni</i>	190-195
Analysis of Regional Financial Independence, Economic Growth Rate of Human Development Index in 34 Provinces in Indonesia <i>Tiur Roida Simbolon; Fitriawaty; Indra Maipita</i>	196-201
Development of Thematic Learning Media For Comics for Beautiful Themes of Diversity My Country to Improve Results Student Learning in Fourth Grade of Public Elementary School 028071 Binjai City <i>Indra Maulana Harahap; Hidayat; Ratih Baiduri</i>	202-213
Expressive Speech Acts in Up in the Air Movie <i>Gusti Rahayu Manik</i>	214-217
Development of Android-Based Learning Media Subject for Class X Drug Matters in 1st Besitang State Senior High School <i>Andi Akbar Suparto; Tarsyad Nugraha; Sanusi Hasibuan</i>	218-220
The Influence of Teaching Style and Student Perception on the Outcomes of Passing Learning in The Volley Ball Game in SMP Negeri 4 Laguboti <i>Martin Edward Manik; Rahma Dewi; Budi Valianto</i>	221-223
The Effect of Teaching Approaches and Linguistic Intelligence on the Students Achievement in Reading Comprehension <i>Muhammad Ilham Adha; Berlin Sibarani; Didik Santoso</i>	224-228
Development of Interactive Learning Media in Character Formation Kindergarten <i>Natalia Noveri Tarigan; Hamonangan Tambunan; Samsidar Tanjung</i>	229-234
Analysis of the Ability of Metacognition of Students of SMAK Country Samosir in Solving Problems Apply Learning Guided Discovery <i>Siita Tamba, Bornok Sinaga, Syafari</i>	235-240
The Influence of PAIKEM Strategy on Reading Interests of VII Grade of SMP Negeri 2 Siberut Selatan <i>Eirene Siagian; Abdurahman Adisahputera; Wisman Hadi</i>	241-246
Development of Local Characteristics Learning Text Learning Media in Indonesian Language Learning in Kartika I-2 SMA Private Vocational School <i>Herza Alwanny; M. Oky Fardian Gafari; Abdurrahman Adisahputera</i>	247-256

The Effect of Word Wall Strategy and Students' Interest on English Vocabulary Mastery

Siti Fadhilah Siregar
*English Applied Linguistic Study
Program*
Postgraduate School, State University of
Medan
Medan, Indonesia
siti_fadhilahsiregar@yahoo.com

Anni Holila Pulungan
*English Applied Linguistic Study
Program*
Postgraduate School, State University of
Medan
Medan, Indonesia

Sri Minda Murni
*English Applied Linguistic Study
Program*
Postgraduate School,
State University of Medan
Medan, Indonesia
srimindamurni25@gmail.com

Abstract—The study was conducted to find out whether there is an effect of Word Wall Strategy and interest On english vocabulary mastery. This quantitative research was carried out to an experimental group of Junior high school students that were taken by using clustering random sampling technique. The instrument for collecting the data was a vocabulary test that was given as a Pre test and post test after the treatment. The result proved that there was a different effect on the high interest students achievement from the low ones in students vocabulary mastery

Keywords: *Word Wall Strategy, Students' Interest, Students' Vocabulary Mastery.*

I. INTRODUCTION

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to (Jack Richard, 2001: 4). [1] Penny Ur (1998: 60) stated that there are some elements that need to be taught in teaching vocabulary; they are form (pronunciation and spelling), grammar, collocation, aspect of meaning, word formation. Vocabulary is central of language in which it is the biggest component of any language and the success in learning language can be proved by the success in mastering vocabulary. It can be concluded that vocabulary mastery means complete knowledge or great skill of a list of English words that includes the meaning of words, spelling, pronunciation, and the use of words in right context. [2]

Vocabulary mastery is important for learners since vocabulary mastery as one of the basic components, plays an important role in the four language skills. It gives contribution to learners to perform their skill better. It is impossible for the students to perform their English appropriately, if their vocabularies are very weak. In short, by having limited vocabularies, the students will find difficulty to master the language skills, since a good store of words is crucial for understanding and communicating. Therefore, vocabulary

mastery must be at the first priority in language learning especially for English vocabulary mastery.

But in fact, the most of the students still have the low English vocabulary mastery. They are still confused with the vocabulary in class when the process of teaching and learning are held. The students always have the difficulties to understand and memorize the new word and lack of communication in the class. Only few students give attention and reply the communication with the right vocabulary during the class. So that it makes them bored in the class and they do not pay attention to the explanation of the teacher, because there is no feedback among the students.

Low of students 'achievement on English vocabulary mastery actually influenced by some factors, Suryabrata (2003) states that learning achievement is influenced by some factors, they are social factors (human), non-social (facilities), psychological (creativity, interest, progress), physiology (physical). [3]

Students' interest is also determining the success of students in learning process. Interest is one of the psychological aspects that can encourage people achieve goals. Winkel (1991) states that interest is the tendency to feel settled in the subject field or interest in certain things and feel happy working in that field. It means a person who has an interest in an object, tend to give attention or feel greater pleasure to those objects. However, if the object is not the cause of pleasure, the person will have no interest in the object. Therefore, the level of attention or object pleasure influences the interest level of a person. [4]

Slameto defines interest is a preference and awareness to something or activity without any force. When students have self-awareness in English vocabulary learning, they will be happy and interested to learn it, if they are happy and interested in it, they will study happily and get good achievement in English subject. Hilgard gives definition of interest as follows, "Interest is persisting tendency to pay attention to and enjoy some activity or content" Slameto(2003:

57). [5] Interest is constant tendency to pay attention and do something. Activity which is interested by someone will be paid attention continually and happily. Based on the

explanations above, the writer can formulate that interest is student's tendency to like, pay attention and do activity with pleasure, attention, positive attitude, and fulfillment when following the activity that has relation to English. So, if the students have interest in learning especially for English vocabulary, automatically they will be pleasure to do the subject that is given by the teacher and their achievement will also increase.

The other factor comes from the teachers' personality. The teachers have low professional development, such as (1) lack of teaching innovation in using new teaching technique, (2) use inappropriate teaching techniques and medias, (3) teacher's book references, teachers frequently use the handout book and give exercise on it to the students and (4) vocabulary is taught by the teacher through traditional way which known as teachers-centered learning. This traditional approach often represents an exercise in one way communication that places the students in a passive role and which ultimately minimizes the students' ability to develop higher skills such analysis, evaluation and synthesis of idea and concepts. Consequently, students feel bored and do not interest with the materials in vocabulary.

The teaching strategies are one of effective instrument for the teacher in increasing students' interest in learning process. So that, the studies have been taught by the teacher, it can be achieved by the students well. And by using the interactive teaching strategies, teaching learning process can work and the goal of studies can be achieved well, not only it will make the class to be active, attractive and enjoyable in teaching learning process.

There are many teaching strategies that can be taught by the teacher to the students in the classroom, where the teaching strategies can help the students in raising their interest on mastering English vocabulary. But in this case, the writer just focuses on Word Wall Strategy.

A word wall is a collection of high-frequency sight words that are age appropriate, classified into groups or categories, and is located on the wall of a classroom for children to easily see and learn (Brabham & Villaume, 2001; Copper & Kiger, 2003). Additionally, Green (1993) argues that word wall helps to create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning. Regarding to the definition above, word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool to use, not just display.

In line with the background for this study, the researcher is intended in conducting a research on the effect of Word Wall strategy and students interest on English vocabulary mastery.

In other words, this study is intended to find out whether the students' English vocabulary mastery by applying Word Wall strategy and the level of students' interest toward the students' English vocabulary mastery.

The problems of this study are formulated as the following:

1. Is the students' achievement in English vocabulary mastery before using Word Wall strategy is lower than after using Word Wall strategy?
2. Is the students' achievement in English vocabulary mastery having high interest higher than having low interest?

II. REVIEW OF RELATED LITERATURE

This section starts with a literature review focusing on definitions of vocabulary mastery, theories relating to the implementation of Word Wall strategy, and students interest.

A. Vocabulary Mastery

Vocabulary development should be improved by the students. It is not only influence in speaking but also in reading, writing and listening skills. In vocabulary development, it also involves more than having new many vocabularies. The students should know how to use appropriate words in an appropriate sentence, such as kind of words, and changing of words. Besides, it is also necessary to clarify the definition of a word. For example, a *word* (also called a base word or a word family) is defined as including the base form (e.g., *make*) and its inflections and derivatives (e.g., *makes, made, making, maker, and makers*). Since the meaning of these different forms of the word is closely related, it is assumed that little extra effort is needed to learn them. While this may be true, a recent study of Japanese students showed that they did know many inflectional and derivative suffixes for English verbs (Hunt and Beglar, 2003). Thus, these forms should be taught. [6]

Some experts defined vocabulary mastery as follows. Khatibs (1978) says that vocabulary mastery refers to the ability to recognize the sound and meaning of words as they appear in the written or printed symbols. [7] Marksheffel (1966) defines vocabulary mastery as the ability to give meaning to words. Vocabulary mastery is defined as the ability to use the words in the appropriate context of use (Kustaryo, 1988). [8]

Based on the explanation above, vocabulary is the total number of words which establish a language that has lexical meaning and contextual meaning, while the vocabulary mastery is the ability to give meaning to a number of words, recognize the sound and meaning of words that appear in the written material, and use those words in the appropriate context. As vocabulary plays an important role in language use, this study use it as the attribute (controlling) variable to

assess the students' achievement in English vocabulary mastery after being taught with Word Wall strategy.

B. Word Wall Strategy

A word wall is an ongoing, organized display of key words that provides visual reference for students throughout a unit of study or a term. These words are used continually by teachers and students during a variety of activities. Therefore, Word walls support student's ongoing study of how words work and should be interactive, not simply a display of words. Word walls encourage students to actively learn about words and therefore should be referenced and used often mastering simple present. Word wall is a collection of high-frequency sight words that are age appropriate, classified into groups or categories, and is located on the wall of a classroom for students to easily see and learn.

According to Francisca (2002) state that A word wall in a classroom is a powerful instructional tool to strengthen content vocabulary. A word walls is an organized collection of word (and sometimes phrases) displayed on a wall or other space in the classroom. We recommend that both academic and discipline specific words be written on large index cards, strips of paper, or tag board so that they can be easily manipulated, for english language Learners and young learners, consider placing and illustration, photograph, or object on or next to particular words to support students' learning through the aid of visual cues.

Procedure of Word Wall Strategy:

1. Pull cards from your word wall, or write one word/phrase per card. Use limited number of cards, perhaps 10-15, or fewer for younger students.
2. Also create card with one-way and two-way arrows. Use the floor or magnets and a magnetic board to display the cards, and group the students around the words. (Modification: Give each students his or her own set of word cards)
3. Ask a student or a pair or students to arrange two or three cards in a way that connects them or makes a model of the terms. Ask the students to explain what they are doing as they place the words.
4. Observers may ask questions once the connection or model is crested
5. Repeat with another students or pair of students.

C. Student's Interest

Interest has a strong influence on learning. Individuals displays more persistence, engagement, and positive affect toward tasks that they are interested in Ainley, Hidi & Berndorff (2002), Hidi (1990), (2000); Renninger (1998), (2000). Interest influences the use of learning strategies and choices for the direction and duration Hidi (1990); Scraw & Lehman (2001); Wade, Scraw, Buxton, & Kelly (1999). Interested individuals exhibit higher levels of recall Hidi (1990). [9] Capacities important to learner autonomy, such as

the ability to attend and find meaning, set, goals, and use effective learning strategies, are enhanced by interest Renninger (2000). [10] Individuals with defined interests are more likely to set goals that are task-specific, and have effective learning behaviors that resemble habits Lipstein & Renninger (2006). Interest commonly categorize as *situational interest*, *individual interest* and *topic interest*. *Situational interest* is an emotional state aroused by features of environmental or textual stimuli. [11]

III. RESEARCH METHOD

In this research, the writer used Quantitative research to measure the effect of word wall strategy and students' interest on student's English vocabulary mastery. A paired sample t test used in order to know the effect of word wall strategy. And an independent sample t test used in order to know the differences of students' achievement in English vocabulary mastery between the students' who having high interest and low interest. There are two variables in this study, they are: independent variables: word wall strategy, attribute variable: students' interest and dependent variable: students' English vocabulary mastery. The interest was obtained by administering a questionnaire.

IV. RESULTS

Based on the result of questionnaire about students' interest was found the highest score of students' interest is 71, and the lowest score is 32. While the classes of criteria they are, high and low in the class interval of Students' Reading Interest.

$$\text{Interval} = \frac{71 - 32}{2}$$

$$\text{Interval} = \frac{39}{2}$$

$$\text{Interval} = 19,5$$

TABLE I. THE DISTRIBUTION FREQUENCY OF STUDENTS' INTEREST

No	Class Interval	Category	Frequency	%
1	32-52	Low	14	40%
2	53-73	High	21	60%
Total			35	100%

There are 14 students got the low reading interest and 21 students got the high reading interest from 35 students. The list of students' interest can be describe in the table as follows:

TABEL II. THE DISTRIBUTION OF STUDENTS' WITH LOW INTEREST

No	Name	Total Score	Category
1	NVP	32	Low
2	JPPA	35	Low
3	AIH	44	Low
4	RAL	44	Low
5	RS	45	Low

6	AF	46	Low
7	DP	47	Low
8	NSP	47	Low
9	MQZ	49	Low
10	YKZM	49	Low
11	MAF	50	Low
12	SAPE	50	Low
13	DAP	51	Low
14	NWAP	52	Low

TABEL III. THE DISTRIBUTION OF STUDENTS' WITH HIGH INTEREST

No	Name	Total Score	Category
1	RAR	54	High
2	AJS	55	High
3	JAS	55	High
4	S	55	High
5	SA	55	High
6	DAN	56	High
7	DAA	56	High
8	GH	56	High
9	GND	58	High
10	AAN	59	High
11	KKNZ	59	High
12	ACR	64	High
13	MBN	64	High
14	IS	65	High
15	NAR	65	High
16	NR	65	High
17	DAU	66	High
18	RN	67	High
19	AP	68	High
20	MRP	70	High
21	MFA	71	High

The Result of the student's English vocabulary mastery can be seen in the tables below:

TABEL IV. THE RESULT OF THE STUDENTS' ENGLISH VOCABULARY MASTERY

No	Responden	Interest	Pre-test	Post-test
1	AF	Low	45	65
2	AIH	Low	40	65
3	DAP	Low	35	45
4	DP	Low	50	70
5	JPPA	Low	45	60
6	MAF	Low	45	80
7	MQZ	Low	40	60
8	NSP	Low	45	60
9	NVP	Low	55	65
10	NWAP	Low	45	55
11	RAL	Low	35	65
12	RS	Low	60	70
13	SAPE	Low	40	50

14	YKZM	Low	55	65
1	AAN	High	55	75
2	ACR	High	35	85
3	AJS	High	45	95
4	AP	High	55	85
5	DAA	High	65	80
6	DAN	High	65	90
7	DAU	High	55	85
8	GH	High	55	75
9	GND	High	45	70
10	IS	High	55	85
11	JAS	High	45	65
12	KKNZ	High	45	85
13	MBN	High	45	95
14	MFA	High	45	80
15	MRP	High	55	95
16	NAR	High	40	85
17	NR	High	45	85
18	RAR	High	65	90
19	RN	High	45	70
20	S	High	45	80
21	SA	High	40	90

TABEL V. STATISTIC DESCRIPTIVE OF STUDENTS' ENGLISH VOCABULARY MASTERY

Descriptive Statistics						
	N	Min	Max	Mean	Std. Deviation	Variance
Pre tes	35	35	65	48.00	8.331	69.412
pos tes	35	45	95	74.86	13.256	175.714
low Interest	14	45	80	62.50	8.716	75.962
High Interest	21	65	95	83.10	8.437	71.190
Valid N (listwise)	14					

From the table above, it can be described that the Students' English Vocabulary Mastery score before using word wall strategy (pre-test) consist of 35 students. The empiric score stated that the highest score was 65, the lowest score was 35. Furthermore, mean was 48, standard of deviation was 8,331 and variance was 64,412.

The Students' English Vocabulary Mastery score after using word wall strategy (post-test) consist of 35 students. The highest score was 95, the lowest score was 45. Furthermore, mean was 74,86, standard of deviation was 13,256 and variance was 175,714.

The Students' English Vocabulary Mastery score using word wall strategy with low interest were 14 students. The highest score was 80, the lowest score was 45. Furthermore, mean was 62,50, standard of deviation was 8,716 and variance was 75,962.

The Students' English Vocabulary Mastery score using word wall strategy with High interest were 21 students. The

highest score was 95, the lowest score was 65. Furthermore, mean was 83,10, standard of deviation was 8,437 and variance was 71,190.

The normality test used Kolmogorov-Smirnov method in which the significance level $\alpha = 0.05$ as the rule to accept or reject the normal test. It can be seen on the table below:

TABLE VI. THE RESULT OF NORMALITY TESTING

One-Sample Kolmogorov-Smirnov Test					
		Pre tes	pos tes	low Interest	High Interest
N		35	35	14	21
Normal Parameters ^a	Mean	48.00	74.86	62.50	83.10
	Std. Deviation	8.331	13.256	8.716	8.437
Most Extreme Differences	Absolute	.269	.149	.184	.208
	Positive	.269	.114	.173	.125
	Negative	-.142	-.149	-.184	-.208
Kolmogorov-Smirnov Z		1.592	.884	.690	.955
Asymp. Sig. (2-tailed)		.013	.416	.728	.322
a. Test distribution is Normal.					

Table VI presents the score on Sig column by using Kolmogorov-Smirnov method for each classes are 0.200, and 0.040 which means all the p value score for low interest group are bigger than 0.05 and p value score for low interest group are smaller than 0.05. Its mean that the data from Pre-test group is not normal, and the data from post-test, low and high interest group is normal.

The homogeneity test for the data of reading comprehension is performed by using Levene's test in the significant level of 5%. The result of homogeneity computation can be seen on the Table 4.18 below:

TABLE VII. THE COMPUTATION OF HOMOGENEITY TEST FOR STUDENTS' ENGLISH VOCABULARY MASTERY

Test of Homogeneity of Variances			
Score			
Levene Statistic	df1	df2	Sig.
.014	1	33	.906

Refer to table above, it can be seen that the Sig for Students' English Vocabulary Mastery was 0.906. It means that p value is higher than 0.05. So, the variances of the data were homogeneous.

The analysis of Students' English Vocabulary Mastery variable is performed by using Paired Sample t test to know the effect of world wall strategy on Students' English Vocabulary Mastery. The computation of data analysis can be seen on the table below:

TABLE VIII. PAIRED SAMPLE T TEST

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre tes - posttes	-26.857	12.896	2.180	-31.287	-22.427	-12.321	34	.000

Based on analysis result in Table above, was found that the value of Sig for Students' English Vocabulary Mastery was $0.000 < 0.05$. It can be concluded that there was a significant difference of English Vocabulary Mastery before and after using word wall strategy. In other words, the students' Vocabulary Mastery was influenced by word wall strategy.

The second analysis performed by using Independent Sample t test. The extended test was performed to find out which group contributes more to be students' Vocabulary Mastery according to the students' interest level. The computation of data analysis by using Independent Sample t test can be seen on the table below:

TABLE IX. INDEPENDENT SAMPLE T TEST

Independent Samples Test				
		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Score	Equal variances assumed	-6.983	33	.000
	Equal variances not assumed	-6.936	27.374	.000

Based on analysis result in Table above, was found that the value of Sig for student's interest was $0.000 < 0.05$. It can be concluded that there was a significant difference of students' Vocabulary Mastery that was taught by using word wall strategy between students who have high interest and low interest. In other words, the students' students' Vocabulary Mastery was influenced by students' interest.

V. FINDINGS

The finding of this research reveals:

1. There was a significant difference of students' Vocabulary Mastery before and after using word wall strategy. In other words, the students' reading comprehension was influenced by word wall strategy.
2. There was a significant difference of students' Vocabulary Mastery that was taught by using word wall strategy between students who have high interest and low interest. In other words, the students' reading comprehension was influenced by students' interest.

ACKNOWLEDGEMENT

R. B. G. thanks goes to his two advisors, Dr. Anni Holila Pulungan, M. Hum as her first advisor and Prof. Dr. Sri Minda Murni, M.S as her second advisor for their all guidance, assistant, encouragement and valuable suggestions through the completion of this journal.

REFERENCES

- [1] Richard, Jack C. *Curriculum Development in Language Teaching*. Cambridge University Press, 2001.
- [2] Ur, Penny. *A Course in Language Teaching: Practice and Theory*, New York: Cambridge University Press, 1996.
- [3] *Suryabrata*. Psikologi Pendidikan. Yogyakarta : Rako Press, 2003.
- [4] WS. *Winkel*, Psikologi Pengajaran, Jakarta : Gramedia, 1991.
- [5] Slameto. *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta, 2003.
- [6] Hunt, A. & Beglar, D. *Current Research and Practice in Teaching Vocabulary*. <http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/index.html>. 2003, June 06, 2017.
- [7] Khatib, Y. K. *The Correlation between the Mastery of Vocabulary and the Mastery of Reading Comprehension: A Case Study at the Two Years Diploma Program (D2) of English Department of IKIP Padang*. Padang: FPBSIKIP Padang, 1987.
- [8] Kustaryo, S. *Reading Technique for College Students*. Jakarta: Depdikbud Dirjen Dikti PPLPTK, 1988.
- [9] Hidi, S. Interest and its contribution as a mental resource for learning. *Review of Educational Research*, 1990, 60, 549-571.
- [10] Renninger, K.A. Individual interest and its implications for understanding intrinsic motivation. In C. Sansone and J. M. Harackiewicz (Eds.) *Intrinsic motivation: Controversies and new directions*, San Diego, CA: Academic Press., 2000, pp. 373-404.

