

**Teaching Vocabulary through Word Wall:
A Qualitative Study Conducted at the Fifth Grade Students of a Public Elementary
School in Bogor**

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Abstract

The research concerned with teaching vocabulary through word wall at the fifth grade of a public elementary school in Bogor. The aims of this research are to find out the procedure of teaching vocabulary through word wall and to find out the student improvement in vocabulary mastery after being taught using word wall method and also to find out whether there are any difficulties faced by teacher in teaching vocabulary through word wall. In this research, the writers used qualitative method. The writers did observation, used questionnaire and gave interview to the teacher. The result showed that the procedure used by the teacher in teaching vocabulary was almost the same with the procedure of teaching learning activity, such as checks the attendance list and asks students to sit, pray and pay attention before they gives the material. In teaching learning process, the teacher teaches vocabulary through word wall. They reads the text, the asks the students to read it and finds out the difficulty words then they write it on the card, after all the teacher asks the students to come forward and stick the card on the wall. Students respond, enthusiastically to learn vocabulary through word wall. In evaluation, teachers always ask what they have learned for today and give them home work related to vocabulary. But, in using word wall media, firstly the teacher needed to prepare some materials such as; glue, paper, colour pens, etc. Based on the questionnaire, the students claimed that they agreed if teaching vocabulary through word wall could improve their vocabulary mastery and it could be proved by the total response' percentage about 84,2%. And only 15.8% students did not agree that they could improve their vocabulary mastery through word wall method. Based on the interview, the writers concluded teaching vocabulary through word wall can make the students easier to learn the new words and to memorize it. Then there are no difficulties that faced by teacher, even sometimes they feels little bit lazy and difficult to prepare the material such as, paper, colourful pen, scissors and glue.

Keywords: Vocabulary teaching, Word wall

INTRODUCTION

In learning English, students acquire four language skills: listening, speaking, reading and writing and four language components: vocabulary, spelling, pronunciation and grammar. Vocabulary is one of the language components that have an important role in learning English and should be mastered by the learners. Schmitt says that “one of language elements in

learning a foreign language is mastering the vocabulary (2000, p.19)”.

Students sometimes find some difficulties in the process of learning vocabulary in this case in English word, they may be confronted by words that are totally unfamiliar with them and that their problem is they have to produce language due to their lack of vocabulary.

It is necessary for students to have a lot of vocabulary to communicate well, because vocabulary is one of the basic elements of language. Vocabulary is needed by people to understand the meaning of words and help them to communicate and express their idea.

As an English teacher, we should be creative to find a good way to help them enrich their vocabulary so they will not feel bored in the class. One of the ways is by using teaching aids. We can use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activities. According to Romiszowski in Harjanto “.....aids are as the carries of messages from some transmitting sources (which may be a human being or an estimate object) to the receiver of the message (which in our case is the learners) (2003, p.224)”.

Word wall is one kind of wonderful visual teaching aids on tools that can be used by the teacher in teaching vocabulary. [On line] available at [\[http: www. Teacher.net/lesson/post/1138.html\]](http://www.Teacher.net/lesson/post/1138.html). Word wall is wonderful because it is a systematically organized collection of colourful words displayed in large letters on a wall in the classroom, Cunningham (1995). Using word wall in teaching vocabulary is assumed to enrich student’s vocabulary. Dellosa states that “wall covered with words is one part of creating print rich for environment for the students (2004, p. 55)”. It can make them interested in learning vocabulary because they can see the different colourful words displayed in large letters on a wall in the class.

The writers had several reasons for choosing this topic. First, they thinks that young learners or children need a way to help them to memorize the words easily and one of the effective ways to help children easily in memorizing and

also increasing their vocabulary is by word wall as a kind of visual teaching aid in the classroom. Word wall can increase children’s vocabulary achievement earlier especially for the new words because it consists of printing colourful word and it is displayed on the wall with large letters. Next most children like colourful thing, by using word wall which consists of colourful words it can help the children to achieve the new words. In addition, children are easily bored, by using word wall as a teaching aid in classroom with colourful and displayed words on the wall with large letters they will not get bored.

Based on the above elaboration, the purposes of this present research are 1) to find out the procedure of teaching vocabulary through word wall, 2) to find out the students’ opinion about their vocabulary mastery after being taught using word wall, and 3) to find out whether there are any difficulties faced by the teacher in teaching vocabulary through word wall.

THEORETICAL FRAMEWORK

Vocabulary Learning and acquisition

One of the learners’ problems in learning a foreign language is lack of vocabulary. Without having enough vocabulary the students cannot be able to use the language. Therefore students’ vocabulary should be mastered by learning new words continuously. The amount of vocabulary mastered is important because it can make the students have adequate language skill. Nunan says that “the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for

comprehensible communication (1997, p. 125)".

From the statement we can infer that people in this part, students, have to master or at least know the function and structure of the language to make a comprehensible communication. The goal of learning a language is that the students able to communicate well and to express their ideas or ask for information in that language. Therefore it can be implied that vocabulary is very important to learn and to understand for everyone.

Meanwhile vocabulary can be the best to learn when the students feel that certain word is needed, as Virginia French Allen cited by "vocabulary is best learned when someone feels that a certain word is needed (1983, p.17)". It is clear that students or the learners need a certain word in order to make them able to learn the second language, especially for students who really need it to make them able in language skill. Vocabulary is the important language elements needed by the learners especially the English Foreign Learners class, because they probably have to build up their new words to communicate well, vocabulary helpful is for students' learning their foreign language in the class.

Teaching Vocabulary

Teaching vocabulary is presenting new words. Teaching vocabulary can help the students to learn the meaning of the words, understand the connection between the form and the meaning and how to use them. Linda Hoyt holds that "connection abound as students focus on relationship between words they already know and words they are learning (2005, p.161)". It means that the students who learn the new words which have connection with the words that they should learn and the words that they need can increase their vocabulary achievement.

Students always deal with vocabularies in learning English because it appears in any language skills. Having enough vocabulary can make them able to listen, speak, read and write. It also can make them easily produce the words. Without having enough vocabulary knowledge, the language skills seem to be useless. This is supported by Schmitt "because without the ability to recognize or produce a word, any other kind of knowledge and language skill are virtually useless" (2000, p.45)". Meanwhile vocabulary can not be taught separately but it should be taught in context which may or not be related to the students' environment. Mc Millan emphasizes that "we should also give precedence to vocabulary which is related to environment and experience of pupil whether or not it is found in our text books or high on word (1993, p.35)". It is clear that teaching vocabulary in context and creating a good environment to help students remember the words easily in order increase student's vocabulary.

In addition, another way to make the learners acquire vocabulary is through reading, as mentioned by Nation and Waring "as a learner becomes more proficient and having the vocabulary to communicate on everyday subjects becomes less of a problem, the next step to acquiring enough vocabulary is through reading (1997, p.143)". It means that there are many kinds of ways in acquiring students' vocabulary, and one of the ways is through reading. It can make the students proficient and have enough vocabulary to help them communicate well.

When teaching vocabulary, it is quite useful to have some ideas of what makes words relatively easy or difficult to learn. As cited by Schmitt "Factors can be related to the word it self (*intra-lexical factors*) or they can involve how

well the first language learner's matches the second language learner's (*cross linguistic factors*) (2000, p.148)". It means that when the teachers teach vocabulary, they probably face the problem from many factors related to the word itself and also the first language learner's matches the second language learner's. Moreover the teachers' role is important because he or she is the most influential person who supports the success of the teaching and learning process. He or she has not only been able to apply various techniques in teaching but also to be creative in arousing the students' interest in understanding the lesson as well. A language teacher can use a variety of teaching aids to teach language especially vocabulary. It is not only used to engage the students with the topics but it is also helpful both for practical and motivational reason.

There are various techniques and teaching aids which can be used in teaching language. Harmer (1991) holds that not all vocabulary can be learnt through interaction even if such techniques are possible; however, they are not always the most effective. There are many occasions when some form of presentation is the best way to bring new words into the classroom.

We can look at some examples:

Realia

One way of presenting words is to bring the things they represent into the classroom – by bringing 'realia' into the room, words like 'postcard', 'ruler', 'pen', 'ball', etc. can obviously be presented in this way.

Pictures

This is kind of teaching aids. Pictures can be board drawings, wall pictures and charts, flashcards, magazine pictures and any other non-technical visual

representations. Picture can be used to explain the meaning of vocabulary items.

Mime, action, and gesture

Actions, in particular, are probably better explained by mime, like the ways of walking, expressions, prepositions ('to', 'towards', etc.)

Contrast

We can present the meaning of 'empty' by contrasting it with 'full', 'cold' by contrasting it with 'hot', etc. We may present these concepts with pictures or mime and by drawing to the contrast in meaning we ensure our students' understanding.

Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with intermediate students such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining any facts of word use which are relevant.

Translation

Translation is quick and easy way to present the meaning of the words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, even where the translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words.

All those techniques and also teaching aids can be used by teachers to make the teaching learning process more that and enjoyable. In addition, Thornburry says that "there are some techniques and ways which can help the students in remembering the words (2002, p.144), they are;

Using mnemonics

The best known mnemonics technique is called the key word technique. This involves devising an image that typically connects the pronunciations of the second language word with the meaning of the first language word.

Word card

A part from the key word technique there is probably no vocabulary technique more rewarding than the use of word cards. In fact it is arguably more effective than the key word technique. Since there are some learners find “imaging” difficult but all learners can be trained to prepare and use set of word card.

Guessing from context

Guessing from context is probably one of the most useful skills. The learners can acquire and apply it both inside and outside the classroom. To make the students understand the context, they should be given “vocabulary guesswork” as often as possible into text-based activities, such as reading or listening for comprehension. Many useful exercise types have been devised to train learners. It is particular focus of instruction for the students’ preparation for examinations, where they will not have access to dictionaries.

Word wall

One of the teaching aids that can be used to teach vocabulary is word wall. It is a tool to use in presenting new words. Cunningham and Allington say that, “a word wall is a systematically organized collection of words displayed on a large wall within the classroom. The word wall is a tool to promote group learning and helps develop a core group of words (1991, p.3)”. Using word wall in teaching vocabulary is assumed to increase the students’ vocabulary.

Wagstaff states that “word walls are created and directly linked to reading and writing activities in the classroom, they have references of what has been learned and practiced (1991, p.1). Teacher can use word wall as a teaching aid not only for vocabulary but also in teaching reading and writing to the students in the classroom. Teacher who teaches an elementary grade or to the young learners in teaching vocabulary through word wall must introduce the simple word, as cited by Wagstaff, “in teaching vocabulary through word wall to young learners you have to introduce the simple words to learn (1999, p.135)”. It has purpose to make the students easier in memorizing the words.

Word wall serves many purposes. It can be used for teaching vocabulary in the classroom to young learners, as cited by Brabham and Villaume that “Teacher can use word wall to facilitate word analysis, provide models on commonly misspelled words or to build vocabulary for a unit to study (1991)”. It means that all words wall provide references that enable students to become independent and be strategic problem solvers. Max Brand states that “word wall support students’ vocabulary development (2004, p.78)”. It is clear that word wall can be used to develop students’ academic vocabulary.

A word wall is a list of words that are related to each other in some ways. Word walls are used as a tool or teaching aid to teach a language concept, as Olson in Dellosa says that “using our word wall tool, you can build word lists in different text sizes and page layouts, highlighting certain character combinations if needed (2004, p.109)”. It means that teacher can use word wall as a tool or teaching aid in teaching vocabulary with different text sizes and page layouts and many character letters to build the students’ vocabulary achievement. Moreover,

Wagstaff says that “word wall are not simply for décor, they are useful works in progress built over time as words are harvested from meaningful contexts (1999, p.141)”. It means that to make word wall is not simple. They are displayed in large letters on a wall and used in collective classroom exercises, but smaller printed words wall, words list can be used for a variety of teaching exercises.

Teachers can not simply put up the words in the classroom and tell students to use them. Using word wall means that making the words accessible by putting them where students can see them, and also can add words gradually, as suggested by Cunningham that “adding five words a week with word wall it means that students have time to practice and to write with the words (1999, p.119)”. It is clear that using word wall as a teaching aid in the classroom can make student have a time to practice new words every day in a week.

There are some guidelines to make the word wall more effective in teaching vocabulary suggested by Wagstaff (1999, p.57):

- **Make the words memorable:** use text as the context for identifying key words to place on word wall.
- **Make the words practical:** make the word wall into daily instruction. By incorporating the word wall in daily instruction, students will gain automatically in using this in the classroom.
- **Make the words hands on:** make the wall in the classroom interactive by using sticky tack, this allows students to go to the wall, remove a word, use it at their desk and return it.
- **Make the words space efficient:** if the classroom is lack space, use three-panel display boards. These

freestanding materials do not require any wall space, and can be moved around the room and placed on a table for easy visibility.

- **Make the words your way:** there is no right no wrong way to build a word wall. What to build, what words to add, and when to add them, all depend on what the students’ need. Organize the walls in the classroom in a way that is practical to students.

RESEARCH METHODOLOGY

In this research, the writers used qualitative method which is often called descriptive method. According to Best (1982, p.199), in Sukardi “*Penelitian deskriptif merupakan penelitian yang berusaha menggambarkan objek sesuai dengan apa adanya*”. The writers analyzed the process of teaching vocabulary through word wall to student in the class and also she interviews students to get her data. Not only that, they also interviewed and gave questionnaires to the teacher to find out whether there are any difficulties in teaching vocabulary through word wall to young learners as students in the classroom. They also came in attending to the class every time the teachers teach vocabulary through word wall to the children to observe the process of teaching vocabulary through word wall to student in the class.

Population and Sample

The population of the research is the teacher who teaches English especially in teaching vocabulary through word wall in SD Negeri Bogor Baru as her population and also the students in class 5. It is located on Jl Lodaya Bogor NO 22 Blok B II, Kelurahan Tegal Gundil, Kecamatan Bogor Utara, Kota Bogor. There are two

classes of fifth grade, one is 5A and the other is 5B, and each class consists of 40 students. There are two teachers in each class but the writers only takes one class and one teacher as her research participant. Arikunto says, "*Sampel bertujuan dilakukan dengan cara mengambil subjek bukan didasarkan atas strata, random atau daerah tetapi didasarkan atas adanya tujuan tertentu*".

Based on the statement above, the writers used the purposive sampling technique to observe the procedure of teaching vocabulary through word wall to the young learners as the students and to find out the vocabulary mastery improvement of the student after being taught using word wall and to find out whether there are any difficulties faced by the teacher in teaching vocabulary through word wall. From two teachers and 80 students, the writers only takes one teacher who teaches at 5A and her name is Meli Rahmalia, S.Sos and 40 students of 5A. The writers took this teacher and students because she did the procedure of teaching and learning vocabulary through word wall as her teaching aid in the classroom.

Instrument

In collecting the data, the writers used some instruments, they were:

Interview

The writers interviewed the teacher to find out whether there are any difficulties faced by teachers in teaching vocabulary through wall word as her teaching aid in the classroom and also about her preparation. The interview was done by using guided questions. The questions were about the difficulties, the preparation, and the procedure of teaching vocabulary through word wall in the classroom.

Questionnaire

The students as the participants are given questionnaire to know the vocabulary mastery improvement of the student after being taught using word wall the questionnaire consisted of 10 questions in three conditions, they are interest, ability and relevance.

Observation

The writers did the observations for six weeks. She observed the students' activity during their teaching learning activity in order to find out the procedure of teaching vocabulary through word wall. The writers took notes about the procedure used by the teacher in using word wall method.

Procedure of Collecting Data

The writers took pictures as a means of knowing conditions in the classroom. They took notes to check the procedure of teaching learning through word wall which used by the teacher. They also interviewed the teacher after the process of teaching learning. The interview used to find out about the teacher difficulties in teaching and learning vocabulary through word wall. The writers also gave the questionnaire to the students in order to know about their vocabulary mastery improvement after being taught using word wall.

Procedure of Analyzing Data

First of all, the writers interviewed the teacher about the procedure of the teacher in teaching vocabulary through word wall and also to know about the difficulties which faced by the teacher. The writers also gave questionnaire to the students to know about their vocabulary mastery improvement after being taught using word wall. The writers gathered all the data then classified and analyzed in order to find the information needed.

FINDINGS AND DISCUSSIONS

The procedures of teaching vocabulary through word wall in the class.

In teaching vocabulary through word wall, the teacher need to follow some procedure in order to make the teaching learning activity run well. The vocabulary that was taught to the first students of SD Negeri Bogor Baru was very simple. Most of them do not know the meaning of the words and how they pronounce them. The teacher tried to teach vocabulary through word wall to help them memorize the words easily. Based on the observation held, the writers got the information that some procedure that the teacher usually did was as follows:

Preparation

Before the teacher entered the class, she prepared her lesson plan and the material that would be taught to the students. She brought the materials, such as; paper which is cut and the shape is like a card, coloured marker, glue etc., to the classroom.

Application

The lesson started at 07.30 p.m. and finished at 09.00 p.m. The teacher usually started the lesson by greeting the students and checking the attendance list. It is supported by the result of the observation that the teacher always greeted the students when they started the lesson. She usually asked the students some questions related to their condition.

The activities during the teaching and learning process undertaken in the classroom were:

Class discussion

The teacher brought a picture of hospital. Then, she asked some questions to the students:

“Siapa yang tahu ini gambar apa? Apa Bahasa Inggrisnya?”

“Biasanya kalo orang sakit dibawa kemana? Apa bahasa inggrisnya?”

Teacher's explanation

Teacher explained the lesson by reading the text carefully. Then, the teacher gave the materials to the students to write the difficult or strange words. Before she started to ask the students to write the words, the teacher asked, *“ok anak-anak.....cari kata-kata yang menurut kalian baru kalian temukan dan tidak tahu artinya.”* Some students said, *“kata-kata yang belum kami tau artinya ya bu?..”*. The teacher answered, *“Ok, you have to find out the difficult words”*. Next, she gave the instructions to the students, *“Ok children....now, you have to write down on the card with the colourful pen the word that you think is difficult.”* The students did what the teacher said. They were enthusiastic to make it. Having finished writing the difficult words, the teacher asked them to come forward to stick the word paper (card) on the wall, *“Ok students.....coba kalian tempelkan kata-kata yang kalian telah tulis di kartu tersebut di dinding.”* Then teacher explained the meaning of words then let the students write it on their book, she said to the students *“Ok students listen to me carefully and repeat after me, baik anak-anak dengarkan ibu baik-baik dan ikuti setelah saya ya.....and do not forget to write it on your book”*. After all, the teacher also did the evaluation by asking some question that related to the topic before ending the lesson, she said to the students *“Ok students, what have we learn for today? Baik anak-anak hari ini kita belajar tentang apa?”* then some students answer *“tentang hospital bu....”* Another student said *“about hospital...”* Finally, the teacher closed the lesson by greeting and asking the student's feeling about

teaching learning of vocabulary through *word wall*.

In this case, the patterns applied by the teacher in teaching vocabulary through *word wall* are:

1. Greeting the students and asking some questions related to the students' condition.
2. Reading the text.
3. Giving the material to the students, such as paper (card), colored pen and glue to write the difficult words.
4. Giving instruction to them and asking them to find out the difficult words based on the text.
5. Asking them to write the word on the material.
6. Asking the students to come forward to stick the word paper (card) on the wall.
7. Explaining the meaning of the words and pronouncing it.
8. Evaluating the lesson by asking some questions related to the topic and asking some vocabularies that they learnt.
9. Closing the lesson by greeting and asking the students' feeling about teaching and learning process of vocabulary through *word wall*.

Teacher supervises each student.

While the students were reading the text and writing the difficult words on the card, the teacher walked around the class and monitored each student to facilitate them.

Closing

Before closing the lesson, the teacher always asked the students some vocabularies that she had given to evaluate the teaching and gave home work. She asked the students about their feeling whether they were happy or not when they learned vocabulary through *word wall*, as stated by the teacher, "*sebelum pelajaran di tutup, biasanya saya selalu menanyakan kepada mereka,....apakah mereka senang atau tidak dengan pelajaran hari ini*". It means that before ending the lesson, she always asked the students whether they were happy or not in learning English, especially when they learned the new vocabulary through *word wall* in the classroom.

The Students' Opinion about Their Vocabulary Mastery Improvement after being Taught Using Word wall

In this research, the writers gave questionnaire to the students; it was given in the end of observation. The writers gave the questionnaire to the students to find out the data about students improvement of vocabulary after being taught using *word wall*. The questionnaire consisted of ten questions and subdivided into three conditions, they are interest, ability and relevance. Based on the data found, students gave good response for all conditions, 75 % for total response on interest, and 50 % for total response on ability. In this case, the writers focused more on the relevance because the condition was representing about and relevance of the use of *word wall* method and students improvement in their vocabulary mastery. It was found there are three questions for relevance; i.e. question number 6, question number 7 and question number 9, as shown in table 1.

Table 1
Students' response on Relevance of Word Wall Method and Vocabulary Mastery

Question	Total Response		Percentage	
	Yes	No	Yes	No
6	30	10	75%	25%
7	33	7	82.5%	17.5%
9	38	2	95%	5%
Total Percentage			84.2%	15.8%

Based on the result of table 1, it can be known 84.2% students claimed that the use of word wall was relevance to be applied in teaching vocabulary and they also agreed that their vocabulary mastery could improve using word wall method and it proved by the total percentage of students response about 84.2% and 15.8% students claimed that word wall method was not relevance to be applied in teaching vocabulary and they did not agreed that their vocabulary mastery could improve using word wall method.

The Teachers' Difficulties in Using Word wall for Teaching Vocabulary

In order to know about the difficulties faced by the teacher, the writers interviewed the teacher and asked her about teaching vocabulary through *word wall*. The question consisted of 10 questions which asked about teaching vocabulary through word wall and the difficulties which faced by the teacher.

Based on the result of the interview, the writers got the data that teaching vocabulary was very easy but because this method was not common yet to the students, so that the teacher needed to explain first about the procedure of the method to the students in order to make

the method applied well. And the teacher said it needed a great of patient because some students very confused. The teacher also said that sometimes some teachers felt lazy and difficult in preparing the materials.

Based on the data finding, the writers get information that there are some procedures need to follow by the teacher in order to make the process of teaching vocabulary run well. It is easy to apply word wall method in the process of teaching learning, especially in teaching vocabulary because through word wall method the student also can improve their vocabulary mastery easier getting new vocabularies and they also feel happy, fun and more interesting because they can see, touch, hear, write and also say the word it self. The use of word wall method is very simple, the most important is the teachers do not lazy in preparing the material which will be used in the class.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Vocabulary is one of the language components which play an important role in learning a language. The need of studying vocabulary is essential even though it is not the main goal of the

learning process itself. We can use word wall as one of the alternatives of the technique in teaching vocabulary

Word wall is part of creating a print-rich environment for the students' because they can see, touch, hear, say and write the words in the word wall. It can make the students more excited in learning vocabulary.

This research describes about the process of teaching vocabulary through word wall. The writers observed the teachers' and the students' activities in the classroom while they were learning vocabulary through word wall. To complete the data, they observed the process of teaching learning, then gave interviewed to the teacher and also gave questionnaire to the students. After the writers got the data, they tried to describe them. Based on the research, the writers found that all students were easier and happy to learn vocabulary through word wall, because they can see, touch, hear, write and also say the word it self. The use of word wall method is very simple, the most important is the teachers do not lazy in preparing the material which will be used in the class.

Based on the questionnaire, the students claimed that they agreed if teaching vocabulary through word wall could improve their vocabulary mastery and it could be proved by the total response' percentage about 84,2%. And only 15.8% students did not agree that they could improve their vocabulary mastery through word wall method. Based on the interview, the writers concluded that teaching vocabulary through word wall can make the students easily to learn the new words and to memorize it. Then there are no difficulties that faced by teacher, even sometimes she feels little bit lazy and difficult to prepare the material such as, paper, colorful pen, scissors and glue.

Suggestions

Based on the investigation that has been done to the fifth grade students of SD Negeri Bogor baru, the writers would like to give suggestions for the teacher as follows: first, the word wall should be made as good and interesting as possible. Second, create interactive activities so that the students are more interested. For the students, first students are given a chance to write the words in the right spelling. Second, students write the words in the right spelling. The last, students should write the words on the card clearly so that others can read it. For the school she suggests, facilitate the material for teacher in teaching English in the class, what facility they need to make the teaching aids for help them in teaching English in the classroom.

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