

IMPROVING STUDENTS' VOCABULARY MASTERY BY USING WORD WALLS STRATEGY AND ALPHABOXES STRATEGY TO UNDERSTAND DESCRIPTIVE TEXT

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Abstract: The purpose of this research was to measure how far the Words Walls Strategy and Alphaboxes Strategy can improve students' vocabulary mastery in understanding descriptive text. This was the kind of action research where the writer tried to collaborate his idea with the English teacher of the seventh grade of SMP Naskat Maria Mediatrix Ambon to gain the data of his research. the writer conducted his research at the first grade of SMP Naskat Maria Mediatrix in 2014/2015 Academic year. There are 22 students at that grade as the subjects of this research. In applying those strategies, there were two cycles: the first cycle consisted of six meetings where three meetings for use of Word Walls Strategy and Alphaboxes Strategy was successful in improving students' vocabulary mastery in implementing Words Walls Strategy and another three meetings for the Alphaboxes strategy. For the second cycle, the writer used four meetings for applying both strategies. The writer used the students' test result to measure the improvement of their vocabulary achievement. The writer found out that there were a significant differences scores after implementing both strategies. It proved that the students' understanding of descriptive text well toward those strategies.

Keywords: vocabulary mastery, word walls strategy, alphaboxes strategy, descriptive text .

INTRODUCTION

English has been considered as an essential language to be learnt in order to meet the communication needs in this globalization era. Taking into account the benefits of English, Indonesia has organized English to be taught in formal school as a compulsory subject. As stated in standard of content by Kemendikbud 2013, the teaching of foreign language, specifically English, is aimed to develop students' ability to communicate with world society. Therefore, it is taught in different kind of grade levels. The teaching includes the teaching of the four skills, listening, speaking, reading, and writing and each of the micro skills.

Vocabulary is one of crucial aspects to support those skills. As stated by Richards

and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, listen, and write. The vocabulary mastery will affect someone's ability in using the language either in spoken or written form. In listening skill, to be able to understand someone utterance, people should know what the meaning of words and sentences being said. Therefore, they know the intention of the utterance and are able to react either through action or answer it using spoken utterance, which here, they have to use words to do that. Additionally, to be able to understand what people is reading, they should be able to understand the meaning that is being conveyed through the written words. And as what needed in speaking,

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J Elliott



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BIS-HSS 2020 Muji Setiyo, Zulfikar Bagus Pambuko, Chrisna Bagus Edhita Praja, Agus Setiawan, Veni Soraya Dewi, Fitriana Yuliastuti, Nurul Purborini, Pensri Jaroenwanit, Reno Ardian Syaputra, 2021-09-27 The Covid 19 pandemic has changed our activities like teaching researching and socializing We are confused because we haven't experienced before However as Earth's smartest inhabitants we can adapt new ways to survive the pandemic without losing enthusiasm Therefore even in pandemic conditions we can still have scientific discussions even virtually The main theme of this symposium is Reinforcement of the Sustainable Development Goals Post Pandemic as a part of the masterplan of United Nations for sustainable development goals in 2030 This symposium is attended by 348 presenters from Indonesia Malaysia UK Scotland Thailand Taiwan Tanzania and Timor Leste which published 202 papers Furthermore we are delighted to introduce the proceedings of the 2nd Borobudur Symposium Borobudur on Humanities and Social Sciences 2020 2nd BIS HSS 2020 We hope our later discussion may result transfer of experiences and research findings from participants to others and from keynote speakers to participants Also we hope this event can create further research network

Proceedings of the 6th Sriwijaya University Learning and Education International Conference 2024 (SULE-IC 2024) Meilinda Meilinda, Evelina Astra Patriot, Rudi Hermawan, Meryansumayeka Meryansumayeka, Septy Sari Yukans, Romi Fajar Tanjung, Muhammad Yazir, Hesti Wahyuni Anggraini, Windi Dwi Andika, Dian Eka Amrina, Muhammad Akbar Budiman, Dea Alvionita Azka, 2025-06-14 This is an open access book Welcome to the Fifth Sriwijaya University Learning and Education International Conference 2024 SULE IC 2024 This year the theme of the conference is Reimagining and Redesigning Learning Toward Equitable Education The theme of the conference reflects the redesigning of learning for all students in the post pandemic period in order to overcome learning loss during the pandemic The theme also made possible the exchange of information knowledge experience and view for improving the quality of learning and research in the world especially in Indonesia

LEAP-FROGGING IN (LANGUAGE) EDUCATION Hermayawati, Arifah Mardiningrum, Eko Purwanti, Tiara Nurul Mawarni, Endro Dwi Hatmanto, Ika Wahyuni Lestari, Jati Suryanto, Akbar Setyo Nugroho, Fitri Zakiyah, Izhar Zaeni, Afdhal Fikri Mirma, Sri Rejeki Murtiningsih, Hestiningtiyas, Didit Haryadi, Suryanto Suryanto, Diah Nawang Wulan, Yuli Wahyuni, Ana Taqwa Wati, Dipim Pratami, Alwan Akbar, Maryam Sorohiti, Teguh Ariebowo, Nazira Osman, Fitria Rahmawati, Alya Rahma Moedjiyanti, Asfinatu Nurjanah, 2025-03-06 Leap frogging a concept commonly associated with technological advancements is increasingly recognized as an innovative strategy across various sectors including language education This chapter investigates whether leap frogging can significantly benefit new language education strategies particularly in developing contexts Leap frogging presents opportunities to address gaps in access quality and equity in language education by passing traditional gradual approaches and embracing advanced methodologies and technologies Through a critical review of current literature and case studies this chapter explores the application of leap frogging

principles within language education The analysis highlights successful implementations challenges **The Influence of Enthusiasm toward Reading Comprehension | Ebiz Publisher** Indah Istianatu Qodariyah S.Pd.,2021-01-12 This book contain the result of research my thesis about factorial design with the other title The Influence of Enthusiasm toward Reading Comprehension This book discuss correlated two methods vocabulary journal techniques and word wall strategy between vocabulary mastery in reading comprehension viewed student s enthusiasm the writer s hope this book can be a reference for teachers or researchers about method to teach reading comprehension for the future Using RTI to Teach Literacy to Diverse Learners, K-8 Sheila Alber-Morgan,2010-04-05 In a small volume Sheila Alber Morgan addresses RTI in a much more comprehensive way than other texts The book provides critical features of RTI across reading writing handwriting and spelling and is packed with practical information for each tier Nancy L Cooke Associate Professor of Special Education University of North Carolina at Charlotte Alber Morgan clearly and concisely articulates the theoretical and empirical bases of RTI an important and worthy achievement For the classroom teacher her book provides numerous assessment and instructional strategies for turning the great promise of RTI into reality for students William L Heward Professor Emeritus The Ohio State University Practical intervention strategies for diverse learners who struggle with literacy Literacy is a critical foundational skill for success in school and throughout adulthood Covering both reading and writing instruction this book shows K 8 teachers how to build the literacy skills of diverse learners including those with disabilities and those from culturally and linguistically diverse backgrounds in inclusive classrooms Sheila Alber Morgan discusses instruction and assessment within a Response to Intervention RTI framework and demonstrates how to provide targeted support to students struggling with literacy or those who may require special attention to achieve success Providing specific interventions for tiers 1 2 and 3 this book offers Evidence based practices such as guided note taking the use of response cards peer mediated instruction self monitoring and direct instruction Strategies for phonemic awareness fluency vocabulary and comprehension Methods for teaching handwriting spelling keyboarding and the writing process A discussion on using thematic units to integrate reading and writing With sample assessments graphic organizers and brief case studies of students this timely volume assists teachers and literary specialists in providing the support that diverse learners need to succeed **Teach Them ALL to Read** Elaine K. McEwan-Adkins,2009-07-15 Featuring vignettes graphic organizers instructional strategies up to date research and more this updated bestseller helps educators understand the most effective ways to teach all students to read **Strategies for Teaching Students with Learning and Behavior Problems** Candace S. Bos,Sharon Vaughn,2006 Give your students the help they need and can use immediately Based on current research on the best practices for teaching students with learning and behavior problems in a variety of settings the sixth edition of Strategies for Teaching Students with Learning and Behavior Problems contains more applied teaching strategies than ever before There is also increased emphasis on the topics of progress monitoring and assessment diversity and English

language learners and family involvement Icons throughout the text highlight discussions related to these topics About the Book bull bull Focuses on how to teach and how to apply methods making it easy to transfer new skills to school settings bull Basic how tos regarding IEPs consultation classroom and behavior management scheduling and classroom design are covered extensively bull Apply the Concept boxes allow the reader to see how concepts can be applied to learning situations bull Instructional Activities throughout the book provide teaching activities and games that can be taken right into the classroom bull Case studies of teachers and students working to succeed in classrooms are included in every chapter Information is presented in a way that is accessible and relevant New to This Edition bull bull Reflects new IDEA 2004 legislation bull Increased coverage of progress monitoring reflects the increased importance of assessment today bull Increased coverage of methods for communicating and working effectively with parents and families bull Spotlight on Diversity features incorporate the most current methods for teaching diverse students populations including students from culturally and linguistically diverse backgrounds bull All new Tech Tips highlight software and other technology that can enhance teaching and learning bull Classroom Applications discuss the use of in depth teaching methods in the classroom

Five Steps to Word Mastery Leo Justin Henkin,1954 *Linguistics and Language Behavior Abstracts* ,1993

Increasing Vocabulary Comprehension with Word Walls Lori Ann Nelson Messick,2011 The purpose of this research was to examine the effect of explicit instruction upon vocabulary comprehension Fourteen seventh grade art students were given a survey before and after the implementation of the word wall instructional strategy over a five week period Students were also given a pre and post test of vocabulary in order to measure any academic gains and observation data was recorded throughout the research period All of the students received instruction on the word wall and how the wall should be used to enhance their vocabulary through instruction demonstration and practice Research results show the word wall did not negatively impact student comprehension of vocabulary terms however it did raise student awareness of terms and learning strategies

Using a Word Wall to Improve Student Comfort Level with Content Vocabulary Brandon Roderick Fink,2013 **Spelling for Word Mastery** David Hubert Patton,1959 *The Christian Union* Henry Ward Beecher,1890

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