

THE INFLUENCE OF WORD WALL TECHNIQUE AND READING MOTIVATION TOWARD READING ACHIEVEMENT OF THE SEVENTH GRADE STUDENTS

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Abstract

This study aimed to finding out whether (1) there was a significant difference in reading achievement between the students who have high reading motivation taught using word wall technique and those are taught using conventional technique; (2) there was a significant difference in reading achievement between the students who have low reading motivation taught using word wall technique and those are taught using conventional technique; (3) there was a significant difference in reading achievement between the students who have high and low reading motivation taught using word wall technique and those are taught using conventional technique; (4) there was an interaction effects of word wall technique and reading motivation on the students' reading achievement. Due the research findings, it was (1) there was a significant difference in reading achievement between the students who have high reading motivation taught using word wall technique and those are taught using conventional technique ($0.039 < 0.05$). (2) there was a significant difference in reading achievement between the students who have low reading motivation taught using word wall technique and those are taught using conventional technique ($.021 < 0.05$). (3) there was a significant difference in reading achievement between the students who have high and low reading motivation taught using word wall technique and those are taught using conventional technique ($.030 < 0.05$). (4) there was an interaction effects of word wall technique and reading motivation on the students' reading achievement ($.014 < 0.05$). it means that word wall technique is effectively used in high and low levels students' reading motivation.

Keywords : *Reading Achievement, Word Wall Technique, Reading Motivation*

INTRODUCTION

Background

English is an international language, now a days used almost of people around the world. Harmer (2007:13) states, By the end of the twentieth century English is already

well on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first (or even second) language. English as a global language has already seen how the proportion of native and non-native speaker has altered in the last

few decades. According to Kachru (in Harmer 2007:17) described the world of English in terms of three circles. First, inner circle, where English as primary language. Second, outer circle where English had become an official or widely-used second language. And finally, the expanding circle, where Jaya et al (2016) English was learnt as foreign language. Based on theory above, we realize that Indonesia includes in the expanding circle because English materials are still designed appropriate with the learners' levels. Harmer (2007:265) states, Language skills are divided into two types. A receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skills where students actually have to produce language themselves. When we teach our students those skills are become skills together, they could not be an isolation skill because they work connected each other. Keep well in our mind that interactive integrated-skills approaches to language teaching emphasize the interrelationship of skills. For instance, reading ability will best be developed in association with writing, listening, and speaking activities

In addition to this, the ability to read is not only the performance to pronounce the passages, comprehension of the written but also can get good reading achievement. There are many factors that can influence the students' reading achievement toward reading, for example: factor of interest, factor of vocabulary, factor of grammar, factor of English culture and technique that the teacher used.

Simaibang (2016 :63) states that teacher could help learners increase their reading comprehension in a number different way. Simaibang (2016:63) states, Learners are more successful readers when they had a

framework for understanding the new information presented in the text. Simaibang(2016:63) states, Reading is a power because it is concerned with the ability to apprehend the meanings of the written or printed materials. Jaya et al (2018) When students read about familiar topics and cultural contexts, they comprehend and retain information better than when they read about topics of which they have little or no background knowledge.

Brown (2000:72) states, Motivation is the extent to which you made choices about (a) goal to pursue and (b) the effort you will devote to that pursuit. Teacher should be participates in maintaing and sustaining the motivation of students in learning language, one of them is teaching by using media in the classroom, so that the class will be more colour and enjoyable. When learners feel comfort, saved and existed automatically the achievement of the learners can be increased that before they had motivation to learn.

Teacher can do many things to build students' motivation in reading, one of them is use the appropriate and attractive technique so they want to be participate into on going process. The techniques are contextually. Means that those are able to be received by students and also make teachers easy to deliver their purpose of teaching.

Word wall as best chosen because it is a simple media and also interactive communicative technique. Writer used whiteboards and origami papers to wrote and communicated the words. Word wall is an excellent way for any teacher to help the learners they are working with develop and reinforce their vocabularies especially in increase learners' reading achievement. Not only their repetitive viewing of the word

reinforces it in the learners' memory, it is also easily accessible for the teacher to refer to when talking with the learners about it. Hope its technique can help writer to improve learners' motivation and reading achievement. Its technique believe can give possitive effect to students raeding motivation and reading achievement. Word wall in the primary classroom are the ceneterprice. Its a collection of important words for students to know how to read and write that is built over time.

Identification of the Problem

In this study,the writer discusses about the influence of word wall technique and reading motivation toward reading achievement of the seventh grade students of SMP N 1 Sungai Keruh because the writer found some obstacles of them in mastering the content of the text so that almost of them got low scores in reading. Students also did not have motivation when teacher asked to read because they did not know what the was text about.

Limitation of the Problems

In this study, the writer limited her research problems on the influence of Word Wall Technique and Reading Motivation toward Reading Achievement the Seventh Grade Students' of SMP Negeri 1 Sungai Keruh. There are two categories of motivations. They are high motivation and low motivation. The text that writer used is descriptive text.

Formulation of the Problems

Based on the background above, the problems of the study were formulated in the following questions:

1. Is there any significant difference in reading achievement of high motivated students between those who are taught using word wall technique and those are taught using conventional teachnique?
2. Is there any significant difference in reading achievement of low motivated students between those who are taught using word wall technique and those are taught using conventional teachnique?
3. is there any significant influence of the word wall technique and reading motivation toward reading achievement between those who have high and low reading motivation of the seventh grade students at SMP N 1 Sungai Keruh.
4. is there any significant interaction effects of the word wall technique and reading motivation toward reading achievement of the seventh grade students at SMP N 1 Sungai Keruh?

METHODHOLOGY

This study was conducted by using experimental research and the research design was Factorial Design. Factorial Design was used as a methodology of research. Fraenkel, et al (2012:277) state that Factorial Design is an experimental design that involves two or more independent variables (at least one which is manipulated) in order to study the effects of the variables individually, and interaction with each order, upon a dependent variable.

According to Fraenkel, et. al (1990: 67) states that sample in a research study is the part of population on which information is obtained. The writer was took the sample by using two stage cluster random sampling.

Two stage cluster random sampling is selection of groups, or cluster or subject rather than individuals is known (Frankel and Wallen, 2012:96). In applying two stage cluster random sampling the researcher wrote the names of the four classes of paper rolled them up and then take two pieces of paper randomly

In collecting the data, the writer used two kinds of instruments. (1) Questionnaire and (2) reading ability test. The questionnaire was used to access the students' reading motivation. A written test was administrated in the form of pretest and posttest forms. The pretest was given before doing the treatment (both to experimental and the control groups). After giving the pretest to experimental and control groups, the treatment was given to the experimental group only. And then after giving treatment, the writer administrated posttest to experimental and control groups.

Sugiyono (2014:142) states that questionere is a technique of collecting data by giving set of questions and written statements to the respondents. Questionere is an effecience way to collect the data. In its article said that a questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often design for statistical analysis of the response, this not always the case. The questionnaire is consist of fourty items and the items had five options on a scale from 1 to 5. The score is calculated and it is use to divide students in group based on. They chose their answers by check marking suitable box space based on three options: 1 indicates the students do not really agree with the statement, 2 indicates the students not agree with the statement, 3indicates students doubt about the

statement, 4 indicates the students agree with the statement, 5 indicates the students really agree with the statement. Then, writer will give time to answer the whole statements of questionnaire.

Reading ability test was used to measure students' reading achievement. The data were taken from the result of pre-test and post-test of reading ability test. The pre-test was given before the treatment in order to gain the basic ability of students' in reading achievement. The reading materials for the pre-test and post-test were same that consist of 30 items in the form of multiple choices. The materials of the test was taken from some sources (hands books) of Junior High School bases in Curriculum 2013. The pre-test and post-test was administrated within 50 minutes.

Before implementing the research instrument in the pre-test and post-test activities. The instruments were analyzed to estimated their validity and reability. Before giving the test (pre-test) to the experimental and control group, the writer did try out the test. It was done to validate each question item whether it was valid or not. Mount of 40 multiple choice question were prepared. The questions were tested in a tryout analysis to 30 students of the seventh-grade students of SMP N 1 Sungai Keruh. The result of the test was analyzed by using Croanbach's Alpa. To know whether they were valid or not, the score of significance (r-output) was compared with the score of r-table product moment. A question item was considered valid whenever the r-output was higher than the r-table" (Basrowi ans Soenyono, 2007:24). Since, there were 30 students attended in a try out analysis, so the score r-table was 0,367. From the result of validity test in each question item, it was found that 10 questions were invalid. They were question items number; 7, 11, 16, 20,

22, 28, 29, 34, 36, and 38. The rest, 30 questions were considered valid. They were question item number; 1, 3, 4, 5, 6, 8, 9, 10,12, 13, 14, 15, 17, 18, 19, 21, 24, 25, 26, 27,30, 31, 32, 33, 35, 37, 39, and 40. These 30 questions were used as research instrument in activities.

Content validity was done to adjust the teaching materials based on the curriculum and syllabus which were used for the seventh-grade students. Hughes (1989:22) states a test is said to have content validity if its content constitutes a representative sample of the language skills, structure, etc., with which it is meant to be concerned. Content validity was constructed based on the result of validity test in each question item.

Reliability of the test material was the consistency of the topics obtained that show consistent, they were for each individual from one administration of instrument to another (Frankel, et. Al 2012: 154). The reliability of the score was typically reported by means of a reliability coefficient or standard error of measurement.

To know whether her research instruments used for pretest and posttest activities is reliable or not, the writer has done a try out analysis. The try out has been done once time to 30 students at the seventh-grade students of SMP Negeri 1 Sungai Keruh.

To analyze the reliability of reading items, Cronbach's Alpha was used for assessing question items to know whether the instrument is reliable or not. The analysis is used SPSS 23 Program for Windows. From the calculation, result value of Cronbach's Alpha is 0.902 and sig α (0,7).

To be reliable the Cronbach's value should be higher than standard value 0.70. Table 8 shows that Cronbach's Alpha value

0.902 and .892 is higher than 0.70. Therefore, the test for this study is reliable.

The results of the two obtained scores were computed using SPSS 23 to find its correlation coefficient using "Pearson coefficient correlation". The test is considered reliable whenever the reliability coefficient of test should be at least 0.70 and preferably higher (Fraenkel and Wallen, 1990:136).

FINDING AND INTERPRETATIONS

The data distribution covers the results of pretest and posttest through reading test given to the samples of the research. They are the students of high reading motivation and low reading motivation both in experimental group and control group.

From the descriptive statistics of pretest score in the experimental group was found that the minimum score was 46 while the maximum score was 70, the mean score was 61.67, the median score was 63.00, the mode score 70, and the standard deviation score was 7.950.

From the descriptive statistics of the students' posttest score in the experimental group, it was found that the minimum score was 73 while the maximum score was 93, the mean score was 80.63, the median score was 80.00, the mode score 80, and the standard deviation score was 6.408.

From the descriptive statistics of the students' pretest score in the control group, it was found that the minimum score was 43 while the maximum score was 70, the mean score was 57.73, the median score was 60.00, the mode score 60, and the standard deviation score was 7.296.

From the descriptive statistics of the students' posttest score in the control group, it was found that the minimum score was 66 while the maximum score was 93, the mean

score was 77.77, the median score was 76.00, the mode score 70^a, and the standard deviation score was 7.886.

From the pretest activity of high reading motivation students was found that the minimum score was 70 while the maximum score was 83, the mean score was 76.33, the median score was 79.00, the mode score 70, and the standard deviation score was 4.880.

The score of posttest of high reading motivation students in experiment group is 15 students. It was found that the minimum score was 83 while the maximum score was 93, the mean score was 88.07, the median score was 89.00, the mode score 86, and the standard deviation score was 3.240

From the descriptive statistics of the students' high reading motivation category in the control group, it was found that the minimum score was 70 while the maximum score was 83, the mean score was 77.20, the median score was 79.00, the mode score 80, and the standard deviation score was 4.313.

From the descriptive statistics of the students' high reading motivation category in the control group, it was found that the minimum score was 80 while the maximum score was 93, the mean score was 86.93, the median score was 89.00, the mode score 89, and the standard deviation score was 4.200.

From the descriptive statistics of the students' low reading category in the experimental group, it was found that the minimum score was 50 while the maximum score was 66, the mean score was 58.87, the median score was 60.00, the mode score 60, and the standard deviation score was 5.878

From the descriptive statistics of the students' low reading motivation category in the control group, it was found that the minimum score was 70 while the maximum score was 80, the mean score was 74.60, the

median score was 73.00, the mode score 73, and the standard deviation score was 3.312

From the descriptive statistics of the students' low reading motivation category in the control group, it was found that the minimum score was 50 while the maximum score was 79, the mean score was 58.47, the median score was 56.00, the mode score 50^a, and the standard deviation score was 7.782

From the descriptive statistics of the students' low reading motivation category in the control group, it was found that the minimum score was 60 while the maximum score was 73, the mean score was 69.13, the median score was 70.00, the mode score 70, and the standard deviation score was 3.420.

Before the research data were analyzed, there were some assumptions that the writer should fulfill. The prerequisite analysis were Normality testing, Homogeneity and Different Mean Testing. The normality test of the students' pretest and posttest scores in reading ability was analyzed using one-sample Kolmogorov-Smirnov test found in SPSS 23.

From statistics calculation using normality test of Kolmogorov Smirnov, it was found that the significant value of pretest and posttest score in experimental group was .218 and .444. It could be said the both scores were categorized normal since the p-output was higher than mean significant difference at 0.05 levels.

From statistics calculation using normality test of Kolmogorov Smirnov, it was found that the significant value of pretest and posttest score in experimental group was .160 and .227. It could be said the both scores were categorized normal since the p-output was higher than mean significant difference at 0.05 levels.

From statistics calculation using normality test of Kolmogorov Smirnov, it was found that the significant value of low reading motivation students' pretest and posttest scores in control group was .442 and .672. It could be said the both scores were categorized normal since the p-output was higher than mean significant difference at 0.05 levels

From statistics calculation using normality test of Kolmogorov Smirnov, it was found that the significant value of high reading motivation Students' pretest and posttest scores in control group was .280 and .398. It was found that both scores were categorized normal since the p-output was higher than mean significant difference at 0.05 levels.

Another requirement of analyzing variants is that the sample taken from the population must be homogeneous. To know whether or not the requirement is fulfilled, the writer used One-Way Anova found in SPSS 23 by looking at Levene Statistic and Sig. Value. The variants is said to be homogeneous if the significant value (p-output) is higher than alpha (0.05).

Based on the research, the writer also got the homogeneity score of the students in the experimental and control group by using Levene Statistics.

The result of Homogeneity of Students' Posttest Score of High Reading Motivation in Experimental and Control Group calculation using one-way anova by the assistance of SPSS 23 computer program, the writer found that the significant value was .448 higher than 0.05.

The result of Homogeneity of Students' Posttest Score of Low Reading Motivation in Experimental and Control Group calculation using One-Way Anova by the assistance of SPS 23 computer program, the writer found that the

significant value was 0.231 higher ($>$) than α (0.05).

From the table of homogeneity in posttest score of high reading motivation and low reading motivation in the experimental and control group by using Levene Statistic. It found that the homogeneity of the posttest score students in high reading motivation in the experimental and control group was .650

The Result of Hypothesis Testing Measuring the significant difference in reading achievement between students' who have high reading motivation those who are taught using word wall technique and those are taught using conventional technique.

The independent t-test is the most common way to test the significant difference between experimental and control group. It was found that p-output was $0.039 < 0.05$. It means that there was significant difference in reading achievement between the students who were taught using word wall technique. In other way, there was a significant influence of word wall technique on students' reading achievement. Then it could be predicted that the technique which was applied to develop students' reading achievement was effective to be taught in certain group.

Measuring the significant difference in reading achievement between students' who have low reading motivation those who are taught using word wall technique and those are taught using conventional technique.

The independent t-test is the most common way to test the significant difference between experimental and control group. It was found that p-output was $.021 < 0.05$. It means that there was

significant difference in reading achievement between the students who were taught using word wall technique. In other way, there was a significant influence of word wall technique on students' reading achievement. Then it could be predicted that the technique which was applied to develop students' reading achievement was effective to be taught in both group.

Measuring the significant difference in reading achievement between students' who have high and low reading motivation those who are taught using word wall technique and those are taught using conventional technique.

The independent t-test is the most common way to test the significant difference between experimental and control group. It was found that p-output was $.030 < 0.05$. It means that there was significant difference in reading achievement between the students who were taught using word wall technique. In other way, there was a significant influence of word wall technique on students' reading achievement. Then it could be predicted that the technique which was applied to devestudents' reading achievement was effective to be taught in certain group

Measuring an interaction effects of word wall technique and reading motivation on the students' reading achievement.

In the statistical analyses, the writer applied two-way Anova which was concerned with the investigation of the relation between one independent variable (reading achievement) and two or more variables (word wall technique and reading motivation). It was necessary to check whether the interaction significant by checking the significant value. If the value was lower than to 0.05, mean there was a significant interaction. From the significant

coloum of table 48, it was obtained that the significance value was 0.14. this finding indicated that there was interaction effects between technique used and students' reading motivation toward students' reading achievement because it was perhaps the students who had high and low reading motivation can improve their competence in reading achievement in learning process after having been taught by using word wall technique.

INTERPRETATIONS

In order to strengten the value of this study, there are some interpreation presented in this part based on the results of the data analyses. They are described as follows:

First, t-test analysis of reading achievement between students who were high motivation taught using word wall technique and those were taught using conventional technique. From the statistis calculation using independent sample test was found the p-output was 0.039. it means that p-output was lower than 0.05. it was intrepeted that teaching reading using word wall technique was effectively applied in one of the group.

Second, test analysis of reading achievement between students who were low motivation taught using word wall technique and those were taught using conventional technique. From the statistis calculation using independent sample test was found the p-output was .021. it means that p-output was lower than 0.05. it was intrepeted that teaching reading using word wall technique was effectively applied in both of the groups.

Third, test analysis of reading achievement between students who were high and low motivation taught using word wall technique and those were taught using conventional technique. From the statistis calculation using independent sample test

was found the p-output was .030. it means that p-output was lower than 0.05. it was interpreted that teaching reading using word wall technique was effectively applied in one of the group.

Fourth, test analysis of reading achievement between students who were high and low motivation taught using word wall technique and those were taught using conventional technique. From the statistic calculation using independent sample test was found the p-output was .014. it means that p-output was lower than 0.05. it was interpreted that there was interaction effect between technique used and students' reading motivation toward reading achievement of the seventh grade students.

Moreover, based on the findings in this study, it was obvious that the distribution data of word wall technique using one-sample kolmogro-smirnov were considered normal since the p-output was higher than 0.05. Furthermore, the result of homogeneity of variance testing indicated that the significant of all data was higher than 0.05. It could be interpreted that the data taken from word wall technique were in homogeneity variance.

CONCLUSIONS

In line with the result, it is concluded that (1) there was a significant difference in reading achievement of high motivation between those who are taught using word wall technique and those are taught using conventional technique. (2) there was a

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significant difference in reading achievement of low motivation between those who are taught using word wall technique and those are taught using conventional technique. (3) there was a significant interaction effects of the word wall technique and reading motivation toward reading achievement of the seventh grade students at SMPN 1 Sungai Keruh. (4) there was a significant of the word wall technique and reading motivation toward reading achievement between those who have high and low reading motivation of the seventh grade students at SMP N 1 Sungai Keruh.

Further, using word wall technique are very effective and bring positive impacts on students reading comprehension achievement test before and after treatment was given. The result of independent sample t-test showed that there was a significant difference in reading comprehension achievement between students who are taught by using word wall technique and that of those who were taught by using conventional technique.

Even though the students motivation have been categorized into two levels, they are high and low motivation. However during the researched there are some students got low scores, it does not mean that the students in low score in reading comprehension achievement and the students in high level had high score in reading .

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