

INCREASING THE STUDENTS' VOCABULARY OF THE NINTH GRADE BY USING HANGING PAPER MEDIA AT SMP NEGERI 2 LINTONGNIHUTA IN ACADEMIC YEAR 2022 / 2023**Asima R. Pakpahan¹, Musrafidin Simanullang², Bonari Tambunan³**pakpahanasiima15@gmail.com
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bonaritambunan@gmail.com**English Study Program, Faculty of English Teacher's Training and Education University of Sisingamangaraja XII Tapanuli****Abstract**

The purpose of this research is to improve students' vocabulary by using Hanging Paper media. Hanging Paper media is a technique that can be used to increase access to the vocabulary which means that the aim of this technique is at increasing the association that learners make with words by being encouraged to think of words of related meaning. The subject of research is the students of the ninth Grade in academic year 2022/2023. In the ninth grade at SMP NEGERI 2 LINTONGNIHUTA have 6 class. But here, the researcher conducted research in class IX⁵ as a sample. In this case the headmaster of this school let the researcher in that class, because that class have a low value in english lesson, This research was conducted by using Classroom Action Research that consists of two cycles. The instruments for collecting the data were quantitative and qualitative data. The quantitative data was taken from writing test (pre-test and post-test) and qualitative data was taken from field note. Hanging Paper consisted of 40 items to fill was used as instrument to collect the data needed. The result show that the post-test result was higher than pre-test result. The lowest score in pre-test was 12,5 and the highest score was 57,5 with the mean 29,64. In post-test (cycle I), the lowest score was 50 and the highest score was 92,5 with the mean 78.5. While in post-test (cycle II), the lowest score was 75 and the highest score was 100 with the mean 90,31. So there are improvement between Pre-test and the Post-test and post-test (cycle II). The result showed that there was an improvement of the students. From the result of the test, it can be concluded that using Hanging Paper media can improve students' vocabulary.

Keyword: Increase, Vocabulary, Hanging Paper Media.

INTRODUCTION**Background Of The Study**

Language becomes an important thing in human life as a means of interaction through communication. Language is a tool to convey our idea to get our goal. Jeremy Harmer (1992) cited in states that vocabulary is the art of the language teacher themselves. Students need know the words in context to see how they are used in process of communication. Vocabulary is very important a language, when we learn a language like English, we learn the words of language.

In English, there are four language skills, such as speaking, listening, writing and reading. To master English well, the students have to master the four English language skills. The four

skills are supported by language learning elements, namely structure, vocabulary, pronunciation, and spelling. Vocabulary is one aspect for successful language use because, without an extensive vocabulary, no one be able to communication comprehensive. "Vocabulary is central to language and critical importance to a typical language learner". It means that vocabulary is very important to be learned because people cannot convey something in communication if they do not master vocabulary.

Based on the researcher experience during teaching practice at SMP NEGERI 2 LINTONGNIHUTA, The researcher found several problems faced by students in mastering vocabulary, especially for the ninth grade. Based on the observatios, the average ninth grader still

has difficulty mastering vocabulary. They have difficulty memorizing words, so their vocabulary is limited. Then another problem is the lack of motivation of students in learning vocabulary. Initially, students focus on the lesson, but a few minutes later they forgot it. They are sleepy and bored when the researcher asks them to make the list of vocabulary. The students pay less attention and sometimes choose to concern themselves with other things. They still have difficulty understanding and memorizing the meaning. Sometimes they know the word but don't know its meaning, and sometimes they can pronounce the word but misspelled it. So their vocabulary mastery is still low.

In finding a solution to help the teacher in teaching vocabulary and to help students in learning vocabulary effectively, The researcher used interesting and creative media. Interesting and creative media can attract students to focus on learning. The visual aids media that use is the Hanging Paper. Visual aids are instructional aids used in the classroom to encourage the teaching and learning process.

The Significance Of The Study

The significances of this research are:

For Students:

The result of this research can make the students easy in learning vocabulary. Provide motivation to students in learning interesting learning media and improve student achievement through increasing vocabulary.

a. For Teachers:

As a reference for teachers to further increase their creativity in learning using visual media.

b. For Researchers:

Improve the quality and creativity of the learning process through visual media.

REVIEW OF RELATED LITERATURE

Theoretical Framework

In this chapter, theoretical books and other relevant information was discussed.

Therefore, the researcher wants to discuss about Aids Viewer, vocabulary and Hanging Paper. In the visual aids, researchers do discuss about the notion of props, the importance of tools props, types, and teach vocabulary using visual aids. In the vocabulary mastery section, the researcher file present the definition of vocabulary, the importance of vocabulary, teaching vocabulary. Then, in the Hanging Paper, researchers was discussed about the definition, and teaching vocabulary using Hanging Paper.

Vocabulary

Vocabulary is all the words that someone knows or uses. In general, vocabulary is knowledge about the meaning of words. Vocabulary is a strong carrier of meaning. Good knowledge of grammar is not a powerful thing. Vocabulary is considered as a very important communication tool to increase one's knowledge and help in better communication.

Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Jeremy Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Haycraft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

Receptive Vocabulary Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

Productive Vocabulary Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce

the words to express their thoughts to others (Stuart Webb, 2005).

The following are the types of vocabulary according to Thornbury (2002:3-12), he explains that there are at least 6 types of vocabulary, namely:

a. Word Classes.

This term may be better known in the fields of morphology and syntax, but if you are more familiar with English because of the difficulty of grammar, the term is certainly well-known with the name parts of speech (that's it again), it can be a noun, pronoun, verb, adjective, adverb, preposition, conjunction. The discussion about Parts of Speech is explained more in grammar books.

b. Word Families

Second, just like the term word classes, word families are also more popular in the fields of morphology and syntax, this type of vocabulary discusses affixes or shifts in the form of a word.

Example:

play - plays - played : inflected play - replay
- playful : derivatives

c. Word Formation

In English there are several types of word formations or compound forms such as: Compounding: second-hand, word processor, typewriter

Blending: information + entertainment = infotainment

Conversion: I always google every information I need. The word google is actually a noun but is changed to a verb.

Clipping: electronic mail = email, influenza = flu

Multi-word Units Most types of vocabulary on this one are in the form of phrasal verbs and idioms, for example: Look for, look after, wipe off, throw on:

b. Phrasal Verbs

Famous last word, eat your words, jack me around: Idioms

c. Collocations

This type of vocabulary can be interpreted as the frequent use of two or more words together.

Example: this week, once more, once again, as well.

b. Homonyms

Homonyms are words that have the same form but differ in meaning.

Example:

well = well, good, healthy. left = left,

Different types like homophones; same sound, different meaning and homograph; writing the same meaning is different, including this one type.

Types of Vocabulary

There are two types of vocabulary; they are productive and vocabulary receptive. Productive vocabulary is used for speech and writing while receptive vocabulary is used in listening and reading. Vocabulary often has more than one meaning. In addition, there are two types frequency of vocabulary:

- a. High frequency vocabulary is one of the vocabulary that is often used by speakers .
- b. Low frequency vocabulary is one that is rarely used by speakers, usually called difficult vocabulary because vocabulary is foreign to the listener.

Teaching Vocabulary

Based on Scrivener, (1994: 74), a systematic approach might devote lesson time to helping students at each stage of learning the following vocabulary when students find new words and understand their meaning and how they are used, practice using words, find a way that helps them memorize the words, remember and use the words appropriately and make new words "real" by relating them to the student's world in several ways .

Teaching vocabulary is one of the most competent ways to develop student knowledge because vocabulary is an important part of language learning. Researchers believe that using the tool aids can visually assist in teaching vocabulary.

Hanging Paper

Hanging Paper is a word that is arranged in the frequency of high- vision that right, Hanging Paper can be classified into groups or categories, and is located on the classroom wall for easy viewing and studied by students learn. Hanging Paper is a list of words written on paper in several ways. Words are printed in capital letters so that they are easily visible from all student seats. Hanging Paper helps create a print-rich environment for students and can be designed to enhance learning that can engage students in manufacturing and use activities. By using Hanging Paper media in teaching, students can get new experiences in learning. Hanging Paper media supports vocabulary learning so that students have more vocabulary in learning English, so that when they are interested in certain material, it more easier for them to understand it well.

Activities Using Hanging Paper

This Hanging Paper is designed to increase student achievement challenges as well as to develop vocabulary learning skills and to internalize new vocabulary. Students can learn a lot of new words. They can learn their meaning and how to use them in sentences. In this study, researchers use several building activities that could be adapt to the Hanging Paper technique. The researcher find a way how to get the new vocabulary for students, namely:

a. Telling Story

Telling story is a type of activity where students can find new vocabulary. They may also be able to learn how the voice tones or gesture change the meaning of the whole sentences. They may also learn what vocabularies to use on what occasions.

b. Image

Students can learn a lot of new vocabularies. They can learn their meaning and how to use them in sentences. An image can improve the students' vocabulary and help them to remember and keep their vocabulary. Students

become active, more interested to learn vocabulary.

Some activities that develop students' awareness be new words from an image namely :

VocabularyExpansion

Vocabulary expansion is a specific activity to help students develop theirvocabulary.

Word Sections Exercises

Word Section exercise is a special activity that helps students derive meaning from word analysis.

c. Songs

Songs be trused to help students in memorizing vocabulary. Memorizing song can be used to increased students' responses showed that they were interested in learning vocabulary using songs.

Hanging Paper has many meanings of purpose, one of which is to develop a core word that increase the vocabulary for reading and writing. Hanging Paper can make students interested in learning vocabulary because So, it can give them easy access to the words they need during the activity, by implementing Hanging Paper in their lessons.

Technique Use Hanging Paper

The researcher tell the technique use hanging paper for students, namely :

- a. Write down the new vocabularies as much as we got from the lesson before.
- b. Memorize the vocabularies as able as we can.
- c. Write down the difficult vocabularies in a paper in a capital letters (minimum 5 words) and the translation.
- d. Make a sentences and translation behind the paper which associated with that 5 words. It can help the students to know the vocabularies more, because sometimes are words have the same form but differ in meaning.

RESEARCH METHODS

Research Method

In this research, the researcher used Class Action Research (CAR) to solve increasing vocabulary problem of students SMP Negeri 2 LINTONGNIHUTA by using by using Hanging Paper media. The method was employed by the researcher through 4 steps namely planning, acting, observing, and reflecting. Here are some opinions about a classroom action research:

1. Ferrance (2000:1) states “Action Research (AR) is a process in which participants examine their own educational practice systematically and carefully using the techniques of the research”.
2. Elliot (1991:52) says that “Anticipating the action research become highly recommended as a strategy for helping teachers to maximize pupils’ achievements of national curriculum targets. So, it can be one of educational design that is applied directly to the class to improve students’ achievement as the subject of research”.

Research Design

There are many models of Class Action Research, as follow;

1. Lewin’s model involves a spiral of cycles. Where the basic cycle of activities are identifying a general idea, reconnaissance, general planning, developing the first action step, implementing the first action step, evaluation, revising the general plan.
2. Kemmis and Mc.Taggart in Wiriadmadja (2006:66) describes the model or the procedure of classroom action research into four step They are; (1) planning, (2) acting, (3) observing, and (4) reflecting. The relations among them is called a cycle. It means that a cycle consists of planning, acting, observing, and reflecting.
3. Wiriadmadja (2006:68) describes this method start from:

- 1) The first thinking of research, 2) reconnaissance, 3) the planning of entirety, 4) action, 5) observation.

Here is the model of action from Kurt Lewin that has been used by the writer.

The steps of the research can be illustrated as follow:

a. Planning

All planning included lesson plan, instructional materials, media or teaching aids, and observation sheet. Sometimes, it is begin by discussion with the teacher, students, valid data or students’ scores that we got from the teacher.

b. Action

Action is the performance of planning. Based on the model of class action research above, in this planning of the activity, the researcher can change the plans when it is necessary. Therefore, in this research the writer conducted basic cycle and then if the target not achieved, the writer was conduct the second cycle after revising the plans (amended plan).

c. Observation

Observation is a process of recording and collecting data about any aspect which happen during the implementation of the actions.

d. Reflection

Through reflection, the action is evaluated, the result of data is checked to make draw a conclusion, and if the criteria are success, the action was finished and if it is not, the action has been continued.

Research Subject

This Classroom Action Research project was conducted in SMP Negeri 2 LINTONGNIHUTA. There are some reasons and consideration why the researcher chooses this school as the location of the research such as:

- a. The Researcher had conducted Teacher Training (PPL) at SMP NEGERI 2 LINTONGNIHUTA.
- b. The school approves and accepts researcher to conduct research.

Research Instrument

Observation

Arikunto, (2006:156) argues “observation is an activity which concern to research object by the sense”. In observation step, the researcher was help by the teacher in observing what happen in the class during the lesson from opening until closing. In addition, the researcher also observes what is going on in the classroom and observed the effect of her teaching to improve students’ writing ability.

Test

Arikunto, (2006:150) said “test is sequence of questions or exercises or other apparatus to measure skill knowledge, intelligence, ability or aptitude of individual or group”. To collect data, the writer used the steps below:

- Test : to find out the students’ scores, the researcher targeted 40 vocabularies and to be mastered by the students.
- Observation : to find out the students’ participation during teaching by using Hanging Paper media.
- Interview : to find out the level of success of Hanging Paper media in teaching vocabulary.

Instruments of Collecting Data

To collect data, the writer used the steps below:

- Test: to find out the students’ scores, there were 40 vocabularies and to fill in the blank.
- Observation: to find out the students’ participation during teaching by using Hanging Paper media.
- Interview: to find out the level of success of Hanging Paper media in teaching vocabulary.

Instruments

The instruments used to collect data in this classroom action research are:

- Vocabulary test: the students given a list vocabulary to fill in the vocabulary what

they learned before.

- Observation list: it used when observing the students’ participation during the use of Hanging Paper media in teaching vocabulary and it is the basic instrument used in discussion part between the researcher an collaborator and the collaborator as a way to make reflection in each cycle.
- Guided Interview list: to find out the level of success in implementing Hanging Paper media in teaching vocabulary.

Procedure of the Research

Cycle 1

1. The First Meeting

a. Opening the Class

The researcher opened the class by greeting and praying to start learning then the researcher introduced herself, the researche asked to the students’. After that the teacher checked’ attendance, conveyed the learning objectives that would be achieved and to be discussed brainstormed the topic that would be explained to the students. In this classroom action research the researcher give pre-cycle test before doing the action.

b. Main Activities

The researcher asked the students whether they have memorized thelist of vocabulary that has been given before, Asked students to see a list of vocabulary that has been shared, Teach how to mention properlyand correctly, asked students to close the list of vocabulary that has been shared and giving questions and answers about the vocabulary.

c. Closure

Researcher asked students that were not understood, or teachers throw some questions, researcher together with students’ to make a summary / conclusion of the lesson and asked students to keep learning at home about memorizing all the new vocabulary the way of mentioning

and the meaning of the list of vocabulary. The teacher provides motivation to students who have not been able to actively participate in class, asked students' feelings after applying the media, submits lesson plans at the next meeting and distributed list of vocabulary that must be memorized at the next meeting and asked students to bring a dictionary. And then close the class.

2. The Second Meeting

a. Opening the Class

Teacher opened the class by greeting and praying to start learning then the teacher introduced herself as an English teacher while in the class. After that the teacher examined student attendance, conveyed the learning objectives that take place and conveyed the subject matter to be discussed.

b. Main Activities

Asked the students whether they have memorized the list of vocabulary that has been given before, Asked students to see a list of vocabulary that has been shared, Teach how to mention properly and correctly, asked students to close the list of vocabulary that has been shared and giving questions and answers about the vocabulary.

c. Closure

Researcher asked students about lessons that are not understood, or teachers throw some questions, teacher together with learners to make a summary / conclusion of the lesson and asked students to keep learning at home about the way of mentioning and the meaning of the list of vocabulary. The teacher provides motivation to students who have not been able to actively participate in class, asked students' feelings after applying the media, submits lesson plans at the next meeting and distributed list of vocabulary that must be memorized at the next meeting and asked students to bring a dictionary. And then close the class.

3. The Third Meeting

Topic Noun and Verb (Accountancy)

a. Opening the Class

Teacher opened the class by greeting and praying to start learning. Then the teacher introduced herself as an English teacher while in the class. After that the teacher examined student attendance, conveyed the learning objectives that take place and conveyed the subject matter to be discussed.

d. Main Activities

Asked the students whether they have memorized the list of vocabulary that has been given before, Asked students to see a list of vocabulary that has been shared, Teach how to mention properly and correctly, asked students to close the list of vocabulary that has been shared and giving questions and answers about the vocabulary. The teacher asked students whether they ever played Hanging Paper media.

c. Closure

Researcher asked students about things that are not understood, or teacher throw some questions, teacher together with learners to make a summary/conclusion of the lesson and asked students to keep learning at home about the way of mentioning and the meaning of the list of vocabulary. Then the researcher explained the rules and how to play the Hanging Paper media.

3. Observation

In this step, a researcher observed all events or activities during the research. During the learning process is going on, the researcher observes about the situation of learning and teaching process, and also the students' participation and evaluation.

4. Interview

The researcher used a structural interview. The researcher asked some questions to the students' to get some information about the students'. The questions is :

- a) Do you like studying English vocabulary?
- b) What are the difficulties in mastering English vocabulary?
- c) Does your English teacher usually give games or media while teaching?

5. Reflecting

Like at the first cycle, in this second cycle also consist of planning, action, observation and reflection.

6. Planning

- a. Continue the activities that have done in cycle 1.
- b. Repair the weakness in the cycle 1.
- c. Making planning again in the scenario learning process from the result of cycle 1 reflection.
- d. Action research repair.

7. Observation

- d. Vocabulary test
- e. Students' participation during the learning process
- f. Students' performance in peer evaluation and discussion Interview.

The interview is a source of data and information for the technique which is conducted for getting information. The interview was done to know the effectiveness of the actions. The researcher interviewed the students' and the English teacher about the activities in the teaching and learning process.

8. Action

During the action, the researcher gave the students the material in learning vocabulary through Hanging Paper media then the researcher gave the students to the material in the other example.

9. Reflecting

From the results obtain, the researcher can make inference about Hanging Paper media applied for two cycles. This classroom action research success if some of the following requirement were fulfilled:

- a. Most of the students (75%) have a good participation during the acting.
- b. Most of the students have a good score in evaluation (70).
- c. Most of the students' active in peer evaluation and discussion.

Technique of Data Analysis

In analyzing the qualitative data of this research, the researcher used the observation of students' activities during teaching learning process. Pre test and post test were analyzed by using scoring rubric descriptively through percentage technique and by considering the tendency happened during the learning process.

1. Observation**The Observation of Students' Activities**

There were 5 grade of the rating scale, and each of the rating has its own quality. Start from the rating scale 1 that showed the quality of bad, scale 2 showed the quality of enough, 3 showed the quality of satisfactory, 4 showed the quality of good and 5 showed the quality of very good.

The rating scale above was used when the observer rates the observation table with qualification above. On the other side, in analyzing the data writer uses the tests (pre action, cycle 1 and cycle 2). Vocabulary Test Result : students' score of vocabulary test is counted by using the formula, as follow:

$$\text{Score} = \frac{R}{N} \times 100$$

where

R : right answer

N : total of the test item

Calculating the mean score of students' vocabulary test by using the following formula:

$$\text{MX} = \frac{\sum X}{N}$$

Where:

Mx: average

$\sum X$: Number of scores (grades) of existing students

N: Total sample

The researcher tried to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 75, which was adapted from the school agreement SMP NEGERI 2 LINTONGNIHUTA. It used the formula:

Look for percentage value of student ability

$$P = \frac{fN}{100\%}$$

Where:

F : total percentage score

N: Number of students'

P: Percentage rate

To analysis the objective test from students', the researcher used the application to determine the students' achievement into classification as below:

Table 1.1. The classification score for test

NO	SCORE	CATEGORY
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Satisfactory
5	0-45	Bad

(Syah, 2009)

DATA AND DATA ANALYSIS

Data

The qualitative data were taken from multiple choice tests result. This research is conducted in one class with 28 samples. It was accomplished in two cycles. Every cycle consisted of the four steps of action research (planning, acting, observing and reflecting). The first cycle includes pre-test before starting the first meeting. In the last meeting of every cycle, the students were given the progressive test.

The qualitative data were analyzed from the multiple choice tests result. Observation was the way to gather the information about the teacher behavior, students' attitude, the class participation, and the teaching learning climate while the research occurred. It was found the problem in teaching the vocabulary that the students were not interested to study vocabulary because of the teacher didn't used interesting method in teaching, so the students did not have motivation in learning vocabulary.

Data Analysis

The quantitative data were taken from the students vocabulary test result. In the first meeting of cycle I, the researcher gave the pre-

test. After giving the first meeting, the researcher gave Hanging Paper media for the treatment. After conducted the first meeting, it was given test by using quiz. By analyzing the result of the quiz, it was continued with the third meeting which was being treated by Hanging Paper media, and after that the researcher gave the post test. In performing pre-test tests, the researcher provides 40 questions for the student that are compiled based on the lessons. The writer analyzed how many problems the 28 students difficult to answer the questions.

In post-test cycle I and cycle II, analyzing the test was same with the pre-test, the writer provides 40 questions for the student that are compiled. The writer analyzed how many problems the 23 students could answer. This analysis is supported by a student answer sheet. Then, the result of the data counts was counting down the right answer in every students' worksheet with this formula:

$$Score = \frac{R}{N} \times 100$$

where

R : right answer

N : total of the test item

The improvement of the students vocabulary by using Hanging Paper Media was shown in the following table :

No	Name of Students	Pre-Test	Post-Test (cycle I)	Post-Test (cycle II)
1	Alfredo Sinaga	27,5	50	75
2	Anisa Sianturi	45	92,5	92,5
3	Anna Risa Silaban	47,5	87,55	90
4	David Beckham	47,5	62,5	92,5
5	Daud Vanlouis Pasaribu	32,5	75	87,5
6	Elma Delvia Sihombing	32,5	87,5	95
7	Ferdica Y.W Sihombing	35	87,5	100
8	Gabriel Siahaan	12.5	70	90
9	Gabriel Sihombing	27,5	75	82,5
10	Gio Simamora	25	55	77,5
11	Gio Simamora	25	55	77,5
12	Grace Sihombing	25	75	97,5
13	Ivan Simamora	27,5	70	87,5
14	Jesika Sihombing	27.5	87,5	100
15	Krisina E Sihombing	27,5	72,5	100
16	Magdalena Sihombing	37,5	90	100
17	Marchel A.M Pakpahan	27,5	75	97,5
18	Prawira T.R. Sinaga	35	75	97,5
19	Prianti Sihobing	42,5	85	90
20	Rido Sihombing	20	75	85
21	Rivaldo K.P Siregar	35	85	92,5
22	Rodua A Pakpahan	30	77,5	90
23	Santa Maria Sihombing	35	75	90
24	Sefania L.M. Lingga	57,5	77,5	90
25	Sindy Sinaga	25	80	97,5
26	Sumanro Lumbantoruan	27,5	82,5	90
27	Valdino H Siregar	32,5	75	80
28	Valentinus Silaban	32,5	70	80
Total		207,5	785	1445
Mean (X)		29,64	78,5	90,31

The Quantitative Data

The improvement can be seen from the mean of the students test score from the pre-test and post-test cycle I and post-test cycle II. The improvement of student score in doing the test can be seen from the mean of the students score in each cycle. The mean of pre-test and post-test can be calculated with the formula as follows :

1. The mean of Pre-Test

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = 29,64$$

2. The mean of Post-Test (cycle I)

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_1 = 78,5$$

3. The mean of Post-Test (cycle II)

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_1 = 90,31$$

In the number of competent Students in reading multiple choice test who got score 75 was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100\%$$

Where :

P : Percentage of students getting 75

R : Number of students getting score 75

T : The total number of students taking the test

The percentage of competent Students in each test can be seen as follows:

$$P1 = \frac{0}{28} \times 100\% = 0\%$$

$$P2 = \frac{20}{28} \times 100\% = 71,42\%$$

$$P3 = \frac{28}{28} \times 100\% = 100\%$$

4.2 2. The Qualitative Data

The qualitative data were Analyzed from multiple choice tests result. Multiple choice tests result were used to show the students' participation and attitude in observation and during the class. Multiple choice tests result were filled in every meeting during the research.

Table 4.8
Field Note Analysis

	1st			2nd			3rd		
	1	2	3	1	2	3	1	2	3
Students' Participation									
students' Attention	39%	61%	-	61%	39%	-	70%	30%	-
Students' Participation	43%	57%	-	30%	70%	-	65%	45%	-
Interaction between students and teacher	39%	61%	-	30%	70%	-	65%	45%	-
Students' Attention									
language used between students and teacher	35%	65%	-	43%	57%	-	43%	67%	-
students' responses toward teachers' Instruction	52%	48%	-	39%	62	-	61%	39%	-
Students' Attitude	65%	45%	-	65%	45%	-	65%	45%	-

The Research Findings

Having done the research and calcated the mean score of Pre-test, Post-test (cycle I) and post-test (cycle II),it shows the different

result in each test. the mean of Post-test (Cycle II) higher than mean of Post-test (cycle I) and Pre-test. It can be seen from the mean of post-test (cycle II) (90,31) was higher than the mean

of post-test (cycle I) (78,5) and pre-test (29,64).

The researcher finding there also obtained from the field note. The data from field indicated that students got improvement in learning vocabulary. They gave good attention after using Hanging Paper media and their motivation in studying was encrease. The result indicates that Hanging Paper media can Increase students' vocabulary

CONCLUSION AND SUGGESTION

Conclusion

Based on description in result of the research in the previous chapter, researcher described the conclusions as follow:

The result of the research indicated that teaching vocabulary using Hanging Paper media with could increase the students' vocabulary, and the researcher found the appropriate way in teaching English vocabulary using Hanging Paper media.

Before doing learning process, the researcher distributes a list of meaningless vocabulary by asking students to search for the translation of the word and ask students to memorize it. As examples to prove that using Hanging Paper media to increase students' vocabulary is success in pre-test the students get mean score 29,64 while the acquisition of student learning outcomes in the post-test (cycle I) is 78,5 and post-test (cycle II) 90,31 can be categorized as increased students' learning outcomes. Through the media students look active in learning.

Suggestion

Considering the conclusion above, the researcher would like to present some suggestion in order that the students' have good ability in mastering English vocabulary especially for third grade at SMP NEGERI 2 LINTONGNIHUTA. In teaching and learning English, the researcher should give guidance and motivation to the students'. As another alternative to assist the

increasement of students vocabularies as well as the learning process approach. The English teacher had to consider the students' needs and interest for learning. It was also expected to be useful for English teachersto provide an alternative solution to solve the problems in English learning. The students' as a trigger to increase the understanding of the concept as well as the procedure can be used as a means of developing and supporting other hidden intelligence. This research can be used by further researcher as a reference. Therefore, this research would be refined by another researcher.

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