



The Effectiveness of Word Wall Media on Students' Vocabulary Mastery

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Article Info	Abstract
Article History Received: 2024-08-07 Revised: 2024-09-22 Published: 2024-10-05 Keywords: <i>Effectiveness; Vocabulary Mastery; Word Wall Media.</i>	The purpose of this study was to investigate the effects of word wall media on students' vocabulary mastery in the seventh grade of SMPN 8 Rupert. The research applied a quasi-experimental design, with two classes as the experimental and control groups. This study used a one-equivalent control group design (pre-test and post-test). The samples for this research were 36 students in VII-1 and VII-2 classes. According to the result, the average for the pre-test was 33.42, while the average for the post-test was 76.15. For more details, a paired T-test was conducted on the students' pre-test and post-test scores. The results revealed that students taught with Word Wall media showed improved vocabulary mastery compared to their counterparts because the sig. (2-tailed) value following the paired sample T-test is 0.000, which is smaller than 0.05.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-08-07 Direvisi: 2024-09-22 Dipublikasi: 2024-10-05 Kata kunci: <i>Efektivitas; Penguasaan Kosakata; Media Dinding.</i>	Tujuan dari penelitian ini adalah untuk menyelidiki efek media dinding kata pada penguasaan kosa kata siswa di kelas tujuh SMPN 8 Rupert. Penelitian ini menerapkan desain quasi-eksperimental, dengan dua kelas sebagai kelompok eksperimental dan kontrol. Penelitian ini menggunakan desain satu kelompok kontrol yang setara (pre-test and post-test). Sampel untuk penelitian ini adalah 36 siswa di kelas VII-1 dan VII-2. Menurut hasilnya, rata-rata untuk pre-test adalah 33,42, sedangkan rata-ratanya untuk post test adalah 76,15. Untuk rincian lebih lanjut, tes T berpasangan dilakukan pada skor pra-tes dan pasca-tes siswa. Hasilnya mengungkapkan bahwa siswa yang diajarkan dengan media Word Wall menunjukkan penguasaan kata-kata yang lebih baik dibandingkan dengan rekan-rekan mereka karena nilai sig. (2-tailed) setelah tes T sampel berpasangan adalah 0.000, yang lebih kecil dari 0.05.

I. INTRODUCTION

English has a significant role in the education of Indonesia as one of the world languages. It opens up opportunities for students to engage with global knowledge and communication. Mastering English offers a wide range of benefits for personal, professional, and educational growth, as well as global communication. English language learners focus on developing the four essential language skills: speaking, listening, writing, and reading. To excel in these language learning endeavors, students must have a strong foundation in basic English skills for reading, listening, speaking, and writing. This includes understanding and using a variety of vocabulary. According to Angraini (2018), vocabulary is one of the most important abilities in language learning. Vocabulary is one of the most crucial language components to learn in English, as it plays an important part in the four language abilities of speaking, listening, writing, and reading. Vocabulary is a basic component of learning English because, when students learn English, they must first know vocabulary.

Based on the reality in the classroom as found through interviews with English teacher. Students still have trouble memorizing words, spelling them correctly, and getting the meaning of unfamiliar phrases when learning English. This problem comes from some students who feel lazy and uninterested in learning English. This causes tremendous obstacles for themselves and the teacher in the learning process. Teachers need help to inspire and develop their students' language skills. This causes tremendous obstacles for themselves and the teacher in the learning process. Teachers need help to inspire and develop their students' language skills.

Teachers also have an important impact on learning a language and must be able to employ a variety of instructional strategies and resources to pique students' interest in the language. It is difficult to teach first-grade vocabulary in junior high school. Junior high school students still struggle with maintaining adequate academic focus. Some English teachers in Indonesia still rely on outdated methods to teach vocabulary, which causes students to lose interest in their lessons. It is important to find engaging and

interactive teaching methods to capture their interest and keep them motivated to learn.

There are a variety of learning media that can be used to expand vocabulary, one of which is word wall media. A word wall is an effective way to visualize keywords or phrases that are important to learning. These learning tools usually contain a systematically organized collection of vocabulary displayed in capital letters and affixed to the classroom wall. As explained above, a word wall is a group of systematically arranged words that are exhibited on the classroom wall in large letters. It should be used, not just seen.

The writer suggests utilizing word wall media to maximize each teaching and learning process so as to handle the problems. It is suggested that word-wall media can greatly enhance vocabulary comprehension, especially when students are struggling with English material. This visual aid can help reinforce the meaning of words and improve retention through visual association. According to Jasmin & Schiesl (2009), the influence of word wall activities has a positive impact on students' vocabulary development and smooth reading ability development. Regarding student variations in academic aptitude, word wall activities might have contributed to the development of a vocabulary with a high frequency of occurrences. Students employ word wall activities to increase their vocabulary of high-frequency terms, which helps them with reading comprehension.

There are many languages, methods, and techniques that may be used to teach vocabulary. The reason the writer employs word wall media is to provide a visual and interactive way for students to engage with new vocabulary. By seeing the words displayed prominently and being able to physically interact with them, students can develop a deeper understanding and connection to the words, making the learning process more interactive and memorable.

II. METHOD

In this research, the writer uses quasi-experimental research. According to Creswell (2017), experimental research is the study of what will be or what will happen under carefully controlled conditions. Quasi-experimental research is applied because the writer is able to control at least one of the most dominant variables of the research, in this case, the student's vocabulary. The objective of the experimental research is to ascertain the influence of a dependent variable, namely the

effect of Word Wall on the seventh-grade students at SMPN 8 Rupert. A non-equivalent control group design (pre- and post-test) was used by the researcher. Pre-tests and post-tests are given to both groups. The treatment is given only to the experimental group.

The research was carried out at SMPN 8 Rupert, which is located at Jl. Teluk Makmur Dusun 3, Teluk Tungku, Darul Aman, Kec. Rupert. The population in this study is the seventh-grade students at SMPN 8 Rupert in the academic year 2023-2024, in which the total of class VII is two classes. It consists of 36 students. The samples in this study are VII-1 and VII-2. Each class consists of between 19 and 17 students. Both classes will be divided into two groups. Thus, the total sample is 36 students. According to Suharsimi and Arikunto (2009), population research is carried out if there are less than 100 people in the total population. Therefore, in this study, the whole population was used as a sample. The sample in this case were the students from VII-1 as the experimental class and VII-2 as the control class of SMP 8 Rupert, which was determined by lottery. This research used quantitative data. Quantitative data analysis is in the form of a vocabulary test consisting of 30 multiple-choice questions. The data analysis techniques used in this study used SPSS 24 software. It means that every test in this research is carried out using SPSS 24 software.

III. RESULT AND DISCUSSION

A. Result

The data used in this study were obtained from the pre-test and post-test results of seventh grade students at SMPN 8 Rupert, specifically those who became research samples in this study. The pre-test data for this study was collected when we were not yet conducting teaching treatments using Word Wall media to teach students. After conducting the treatment using word wall media to teach students in class while providing learning materials, the post-test data was collected.

1. The Result of Pre-test

Before beginning treatment, a pre-test was carried out to determine students' knowledge for acquiring the vocabulary. The test was taken by 36 students from two classes. The pre-test was conducted on November 24th 2023

Table 1. Statistic of pre-test result of Experimental class

Highest Score	53
Lowest Score	15
Avarage Score	33,42

Table 2. Statistic of pre-test result of Control class

Highest Score	50
Lowest Score	20
Avarage Score	35,12

2. The Result of Post-test

After getting treatment, a post-test was carried out to determine students' knowledge for acquiring the vocabulary. The test was taken by 36 students from two classes. The post-test was conducted on 9th December 2023.

Table 3. Statistic of post-test result of Experimental class

Highest Score	86
Lowest Score	53
Avarage Score	76,15

Table 4. Statistic of post-test result of Control class

Highest Score	66
Lowest Score	20
Avarage Score	45,23

3. Normality Pre-test and Post-test Result

To get the normality, the writer used the SPSS 24 test. The Shapiro-Wilk test was used with SPSS 24 to perform the normality test. When using the Shapiro-Wilk test, it is taken into account that there were fewer than 50 samples used. If the significance value is more than 0.05, the results from a Shapiro-Wilk test are considered to be normal (Kadir, 2015). Hereafter, the results of the post-test were collected. Here are the results:

Table 5. Test of Normality

	Shapiro Wilk		
	Statistic	Df	Sig.
Pre-test Experiment Class	.942	19	.288
Pre-test Control class	.950	17	.457
Post-test Experiment Class	.964	19	.391
Post-test Control class	.973	17	.161

So, the conclusion of the data processing can be stated that the data is normally distributed.

4. Homogeneity Pre-test and Post-test

The homogeneity test in this study was conducted using SPSS and the Levene statistical test. The data must come from a homogeneous population in compliance with the H0 acceptance conditions if the significant value is more than 0.05 or 5%. (Sukestiyarno, 2014).

Table 6. Test of Homogeneity

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Pre-test Result	.066	1	34	.799
Post-test Result	2.480	1	34	.125

5. Hypothesis test

The paired sample T-test technique was employed for the hypothesis test in this study. Paired T-test sig value. (2. Tailed) must be smaller than 0.05 (Kadir, 2015). The following decisions should be made using the SPSS 24 significant value:

H1: If the sig value. (2-tailed) < 0.05, then the Word Wall Media is effective on vocabulary mastery at the seventh grade students of SMPN 8 Rupert.

H0: If the Sig value. (2-tailed) > 0,05, then the Word Wall Media is not effective on vocabulary mastery at the seventh grade students of SMPN 8 Rupert.

For this reason, testing was carried out, and the results are shown in the table below:

Paired Sample Test				
	Mean	Std. Deviation	t	Df Sig. (2-tailed)
Pair 1 Pre-test, Post test	-23.55556	15.63959	-9.037	35 .000

From the table above, the use of Word Wall Media is effective on vocabulary mastery at the seventh grade students of SMPN 8 Rupert, as shown by the results of hypothesis testing using the paired sample T-test. Because the sig. value obtained of 0.000 is smaller than 0.05, it can be concluded that H0 is rejected and H1 is accepted.

B. Discussion

In this study, Word Wall Media was effective on vocabulary mastery at the seventh grade students of SMPN 8 Rupert based on the results of the test. The writer examined the vocabulary scores before and after applying the word wall media.

Before giving the instrument to the sample class, the writer gave the seventh-grade students of SMPN 9 Rupert a tryout to confirm its validity. The trial result showed that 4 questions were invalid from 30 questions and after 4 invalid questions were replaced with new questions, the researcher tried out again to see the validity of the question.

After the pre-test and post-tests are given out, the test results are totaled. The writer found that the experimental class's score grew more than the control class's after looking over the test results. The results of the tests may corroborate that. The experimental class's mean pre-test score was 33.42, whereas the control class's score was 35.12. It demonstrated how the means of the two classes differ. On the post-test, however, the experimental group received a mean score of 76.15, whereas the control group had a score of 45.23.

It can be verified by testing the hypothesis's findings using the paired sample T-test analysis in SPSS version 24. If Sig. 0.05, the H1 criterion is accepted, and if Sig. > 0.05, the H0 requirement is rejected. The T-test results have a Sig value, according to the outcomes of the hypothesis test analysis using the paired sample T-test. H1 is accepted and H0 is rejected by a 2-tailed 0.000 with a significance value of 0.05, where $0.000 < 0.05$. This indicates that the scores of the students before and after receiving the Word Wall Media treatment differ significantly.

Based on the preceding data, the significant improvement reveals that the use of Word Wall Media at SMPN 8 Rupert is successful in raising students' vocabulary. The word wall media is one activity a teacher might use in an English lesson to assist students with their vocabulary. After analyzing the test results, it can be concluded that applying word wall media is effective in improving vocabulary mastery in the seventh grade students of SMPN 8 Rupert and that utilizing word wall media can enhance vocabulary ability in the seventh grade students of SMPN 8 Rupert.

These research findings agree with those of three earlier investigations. According to the first study, which was carried out by Ismiyati in 2020, word walls might be a useful tool for improving vocabulary proficiency. According to research conducted by Kadaruddin in 2020, the improvement in the students' accomplishments and the average vocabulary test scores will grow. According to research

conducted by Fatimah in 2020, this study's findings demonstrated that students were becoming more proficient in their use of language, as seen by the outcomes of the exams that were given. Based on this, the researcher came to the conclusion that one of the most effective methods to help students improve their vocabulary is to apply the Word Wall media. Based on the previous explanation, it can be inferred that the word wall media can help seventh grade students at SMPN 8 Rupert increase their vocabulary mastery.

IV. CONCLUSION AND SUGGESTION

A. Conclusions

The study's findings showed that after applying the Word Wall Media on students' vocabulary mastery improved. It could be shown through the statistical analysis in which it was found that the score of the test in the experimental group was higher than the score of the students in the control group. It indicated that the students' vocabulary in the experimental group was better than score of students in the control group.

B. Suggestion

Based on the research that has been done, The significant improvement reveals that the Word Wall Media use at SMPN 8 Rupert is successful in raising students' vocabulary. Therefore, for teachers who want to teach vocabulary to their students they can use this Word Wall as one of the media to learn vocabulary. In addition to improving vocabulary, by using this Word Wall media, students can become more active during the learning process, learning activities are also more fun because students enjoy the learning process using this media.

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