

# The Effect Of Word Walls Media On Students' Vocabulary Mastery

Yezzie Amelia<sup>1</sup>, Feny Martina<sup>2</sup>, Zelvya Liska Afriani<sup>3</sup>

<sup>1,2</sup> UIN Fatmawati Sukarno Bengkulu, Bengkulu, Indonesia

Co Email : [yezzieajah@gmail.com](mailto:yezzieajah@gmail.com)

## ABSTRACT

In learning English, vocabulary plays an important role, by mastering vocabulary students can communicate fluently. However, based on observation at SMPN 03 South Bengkulu, the researcher found that students have limited vocabulary in English. One of the media to improve students' vocabulary mastery is to use word walls in the learning process. The problems raised in this research is (1) is there an effect of word walls media on students' vocabulary mastery in class VIII of SMPN 03 South Bengkulu. The aim of this research was to determine whether there is an effect of word walls media on students' vocabulary mastery in Class VIII of SMPN 03 South Bengkulu. The method used in this research is a quasi-experimental method. The data analysis techniques uses pretest-posttest. The research population totaling 168 students and the samples totaling 51 students. The result of this research is that there is a significant difference between the experimental class which has a post-test score of 80.40 using word walls media and the control class which has a post-test score of 56.92 using the conventional method. It can be concluded that there is a significant effect of word walls media on students' vocabulary mastery in Class VIII at SMPN 03 South Bengkulu.

**Keyword:** Vocabulary, Vocabulary Mastery, Word Wall Media

## ABSTRAK

Dalam mempelajari bahasa Inggris, kosakata memegang peranan penting, dengan menguasai kosakata siswa dapat berkomunikasi dengan lancar. Namun berdasarkan observasi yang dilakukan di SMPN 03 Bengkulu Selatan, peneliti menemukan siswa memiliki keterbatasan kosakata bahasa Inggris. Salah satu media untuk meningkatkan penguasaan kosakata siswa adalah dengan menggunakan word walls dalam proses pembelajaran. Permasalahan yang diangkat dalam penelitian ini adalah (1) apakah ada pengaruh media word walls terhadap penguasaan kosakata siswa di kelas VIII SMPN 03 Bengkulu Selatan. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh media word walls terhadap penguasaan kosakata siswa di kelas VIII SMPN 03 Bengkulu Selatan. Metode yang digunakan dalam penelitian ini adalah metode eksperimen-semu. Teknik analisis data menggunakan pretest-posttest. Populasi dalam penelitian ini berjumlah 168 siswa dan sample berjumlah 51 siswa. Hasil dari penelitian ini adalah terdapat perbedaan yang signifikan antara kelas eksperimen yang memiliki nilai post-test 80,40 menggunakan media word walls dan kelas kontrol yang memiliki nilai post-test 56,92 menggunakan metode konvensional. Dapat disimpulkan bahwa ada pengaruh yang signifikan pada media word walls terhadap penguasaan kosakata siswa di kelas VIII di SMPN 03 Bengkulu Selatan.

**Kata Kunci :** Kosakata, Penguasaan Kosakata, Media Word Walls

## INTRODUCTION

In learning a language, vocabulary plays an important role. It can help EFL learners understand English. This is in line with some expert opinions. According to Hasan (2018), Vocabulary is the context of the function of language words that are learned in such a way that they become part of understanding, speaking, and then reading and writing. If the structure of language forms is a framework of language, therefore vocabulary that provides vital organs and flesh. Cammeron (2001); said that vocabulary as one of the fields of knowledge in language plays a big role for learners to get a language. According to Thornbury (2002), states that without grammar very little can be delivered, without vocabulary nothing can be delivered

Furthermore, according to Nikijuluw (2020), vocabulary is a core and major component of language proficiency and provides much of the basis for how learners speak, listen, read and write. If students want to be successful in learning English skills, they must have a large vocabulary. If they have it, they can express their ideas, they can write in their own words, they can hear other people speak easily and they can be good readers. However, mastering English vocabulary is quite difficult for Indonesian students, because the composition of the English is absolutely different from the Indonesian. They differ in structure, arrangement, spelling, pronunciation, and meaning. So, to achieve good language skills, students in Indonesia must learn a lot about English vocabulary.

The results of PISA in 2000, Indonesia only ranks 39th out of 41 countries (oecd.org, 2003)(Pratiwi, 2019). After 15 years of Indonesia being a PISA participator, the similar incident keeps repeating itself. Indonesia's accomplishments are still at a degrade level contrast to other participator countries. This can be observed from Indonesia's accomplishments in 2015 which was only ranked 64th out of 69 participator countries (oecd.org, 2016) (Pratiwi, 2019). And according to 2018 PISA data, PISA 2018 achievements show that Indonesia is in the bottom 10 of the 79 participating countries.

The average reading ability of Indonesian students is 80 points below the OECD average. The ability of Indonesian students is also still below the achievement of students in ASEAN countries. The average reading ability is 42 points below the ASEAN student average. In percentage terms, only 25% of Indonesian students have a minimum level of reading competence or more (OECD, 2019a)(Fransisca, 2021). This lack of interest in reading students is caused by many aspects, of course, one of the first aspects that makes this happen is because students have not mastered plentiful vocabulary so students find it hard to understand the reading. Therefore, based on some PISA data from several years, appropriate learning strategies are needed so that students in Indonesia can master a lot of vocabulary in order to read fluently.

Teaching vocabulary learning is an important task that must be done by a teacher in an effort to improve students' English vocabulary mastery. According to Nikijuluw (2020), the aim of teaching and learning vocabulary is to assist students in developing vocabulary knowledge. In improving students' ability to master English vocabulary, teachers should think about how to make students able to master English vocabulary for their own purposes. At the same time, teaching English as a foreign language have several issues being faced by Indonesian students That's what the researcher witnessed when conducting observations to junior high school students at SMPN 03 South Bengkulu.

Based on the observation conducted at SMPN 03 South Bengkulu on January 2022, the researcher found various types of difficulties experienced by students in learning English, the causes were related to the appearance of the vocabulary learning given that was less attractive, students' motivation to learn was low, and students did not have a lot of English vocabulary. The low motivation of students and low awareness of the importance of vocabulary mastery really need to be changed. From the description above, the researcher assumes that there must be an appropriate approach, methods, or media in teaching vocabulary to overcome this problem. A method, approach, or media that will accommodate the improvement of students' vocabulary skills.

The one media that can be used by teachers in improving students' English vocabulary mastery is to use word walls as learning media. According to Tompkins et al. (2015), a word wall is a list of words arranged alphabetically by the teacher in class to develop words and vocabulary. Furthermore, According to Wilsana et al. (2015), Word Wall is a literacy tool consisting of an organized collection of words displayed in large letters visible on a wall, bulletin board, or other display surface in the classroom. It helps facilitate students to improve their vocabulary..

Through word walls, there are many benefits for students and teachers in a process of learning vocabulary. According to Anwar (2019), here are several advantages of word walls media, namely: 1) This media is flexible, can be used for several levels of students 2) Interesting and not monotonous 3) Creative and able to increase student interest in learning English vocabulary. Word walls give a diversity of the new vocabulary that can be mastered by students and provide more meaningful, and fun atmosphere for learning vocabulary in the classroom. Therefore, this research examines students' vocabulary mastery through word walls media because word walls media has been proven to have

advantages and effectiveness in vocabulary learning. Therefore, the role of word walls media in the teaching and learning process of vocabulary cannot be denied.

Based on the background above, the researcher tries to overcome the problem of the weakness of adding English vocabulary by conducting test research that seeks to improve students' vocabulary skills through word walls. The researcher conducted the research to see whether word wall media can improve students' vocabulary mastery. In the research tests, the researcher uses a quasi-experimental approach and believes that word walls are a good and correct media for students' vocabulary mastery.

## RESEARCH METHOD

### 1. Research Design

The research approach used by the researcher is a quantitative approach. While the quantitative approach is numerical research data and statistically analyzed to find answers to the formulation of research problems. The method used by the researcher is the quasi-experimental method. According to Sugiyono (2018), A quasi-experiment is a design that has a control group, but cannot fully control the external variables that affect the execution of the experiment. The research design used by the researcher is a pre-experimental design in the form of a group, pre-test, and post-test design .

The research includes quasi-experimental research by quantitative research. The researcher used a research design in the form of a non-equivalent pretest-posttest experimental-control group design. According to Handayani et al. (2021), the nonequivalent control group design means that there are two groups in this research; the experimental group and the control group, where both groups have the same level of knowledge but use different treatments or there may be no treatment used. Then the researcher used two research samples, namely class VIII A as an experimental class with 25 students and class VIII B with 26 students as a control class. The research design is described as follows:

The research design

O <sub>1</sub>	X	O <sub>2</sub>
O <sub>3</sub>		O <sub>4</sub>

Sugiyono (2018)

Description:

O<sub>1</sub> :pre-test Experimental class

O<sub>2</sub> : post-test Experimental class

X : treatment

O<sub>3</sub> : pre-test Control class

O<sub>4</sub> : post-test Control class

### 2. Population

In this research, the researcher chooses an eighth-grade class for the 2021/2022 academic year as a population. Located in the school at SMPN 03 South Bengkulu. The population in this research is the class VIII SMPN 03 South Bengkulu. Populations are 168 students consisting of six classes from A class to F class, every class consisted of 25, 26, 30, 30, 29, and 28 students.

### 3. Sample

In this research, the researcher has taken two classes in class VIII SMPN 03 South Bengkulu. The sampling technique used is random sampling by taking two classes. One class is used as an experimental class and one class is used as a control class. the researcher gets two classes namely class VIII A as the experimental class and VIII B as the control class.

#### 4. Instrument

The researcher used one type of instrument, namely a vocabulary test. The tests aim to determine whether media word walls are effective or not for students to learn vocabulary. The researcher applies two kinds of tests, namely pre-test and post-test. The test questions for the pre-test consist of 20 questions and the post-test consist of 20 questions. The research used tests to collect data from students before the researcher teaches them to use word walls media. While the post-test was given to students after being given treatment. The format test is made in the following fill-in-the-blank form consisting of 20 items for pre-test and 20 items for post-test. Students choose their own answers.

#### 5. Data Analysis

Data analysis is one of the most important steps in the research activities. In this way, the researcher proved the hypothesis and draw a conclusion about the problem of the research study. Experimental research purposes to understand the effect of the treatment, to achieve something, and then research the outcome of the treatment. After the researcher obtains scores for the pre-test and post-test of students' vocabulary between the experimental and control classes, the researcher clarifies the data using the previous needs test. It consists of a normality test, a homogeneity test and T-test.

### RESULT AND DISCUSSION

#### 1. Result

##### a. The Result of Vocabulary Mastery Test

##### Description of pre-test and post-test in the experimental class

##### Descriptive statistics

##### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Students' vocabulary mastery skills (Experiment-Posttest)	80.40	25	10.890	2.178
	Students' vocabulary mastery skills (Experiment-Pretest)	16.20	25	9.274	1.855

The table above described the mean (Mean) and Standard Deviation (Std. Deviation) values for Students' vocabulary mastery skills in the experimental class in VIII A (Experiment-Pretest) and Students' vocabulary mastery skills in the experimental class in VIII A (Experimental-Posttest). From the table, it is known that Students' vocabulary mastery skills (Experiment-Posttest) with an average value (Mean) of 80.40 and a Standard Deviation value (Std. Deviation) of 10,890, while Students' vocabulary mastery skills (Experiment -Pretest) with an average value (Mean) of 16.20 and a value of Standard Deviation (Std. Deviation) of 9.274.

##### Description of pre-test and post-test in the control class

##### Descriptive statistic

##### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Students' vocabulary mastery skills (Control-Posttest)	56.92	26	13.570	2.661
	Students' vocabulary mastery skills (Control-Pretest)	19.04	26	8.126	1.594

The table above described the mean (Mean) and Standard Deviation (Std. Deviation) values for Students' vocabulary mastery skills (Control-Pretest) and Students' vocabulary mastery skills (Control-

Posttest). From the table, it is known that Students' vocabulary mastery skills (Control-Posttest) with an average value (Mean) of 56.92 and a Standard Deviation value (Std. Deviation) of 13.570, while Students' vocabulary mastery skills (Control-Pretest) with an average value (Mean) of 19.04 and a value of Standard Deviation (Std. Deviation) of 8.126.

#### b. Analysis of Data

##### Test of Normality on Pre-Test Experiment, Pre-Test Control, Post-Test Experiment, and Post-Test Control

##### One-Sample Kolmogorov-Smirnov Test

		Students' vocabulary mastery skills (Control-Pretest)	Students' vocabulary mastery skills (Control-Posttest)	Students' vocabulary mastery skills (Experiment-Pretest)	Students' vocabulary mastery skills (Experiment-Posttest)
N		26	26	25	25
Normal Parameters <sup>a,b</sup>	Mean	19.04	56.92	16.20	80.40
	Std. Deviation	8.126	13.570	9.274	10.890
Most Extreme Differences	Absolute	.152	.157	.151	.131
	Positive	.152	.157	.151	.090
	Negative	-.117	-.109	-.114	-.131
Test Statistic		.152	.157	.151	.131
Asymp. Sig. (2-tailed)		.126 <sup>c</sup>	.101 <sup>c</sup>	.142 <sup>c</sup>	.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

#### - The Result of Normality Data of Pre-Test and Post-Test Score

The table above described the results of the data normality test of Students' vocabulary mastery skills (Control-Pretest), Students' vocabulary mastery skills (Control-Posttest), Students' vocabulary mastery skills (Experiment-Pretest) and Students' vocabulary mastery skills (Experiment-Posttest) using the Kolmogorov Smirnov test. From the table, it is known that the p-value (Sig.) for Students' vocabulary mastery skills (Control-Pretest) is 0.126, the p-value (Sig.) for Students' vocabulary mastery skills (Control-Posttest) is 0.101, and the p-value (Sig.) for Students' vocabulary mastery skills (Experiment-Pretest) of 0.142 and the value of p (Sig.) for Students' vocabulary mastery skills (Experiment-Posttest) of 0.200. Because all  $p > 0.05$ , the data are Students' vocabulary mastery skills (Control-Pretest), Students' vocabulary mastery skills (Control-Posttest), Students' vocabulary mastery skills (Experiment-Pretest) and Students' vocabulary mastery skills (Experimental). -Posttest) is said to be normally distributed.

##### Test of Homogeneity Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' vocabulary mastery skills	Experiment	25	80.40	10.890	2.178
	Control	26	56.92	13.570	2.661

The table above described the mean (Mean) and Standard Deviation (Std. Deviation) values for Students' vocabulary mastery skills (Experiment) and Students' vocabulary mastery skills (Control). From the table, it is known that Students' vocabulary mastery skills (Experiment) with an average value

(Mean) of 80.40 and a Standard Deviation value (Std. Deviation) of 10.890, while Students' vocabulary mastery skills (Control) with an average value of The mean (Mean) is 56.92 and the Standard Deviation (Std. Deviation) is 10.890.

### Independent Samples Test

		Students' vocabulary mastery skills	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	1.117	
	Sig.	.296	
t-test for Equality of Means	T	6.797	6.827
	Df	49	47.504
	Sig. (2-tailed)	.000	.000
	Mean Difference	23.477	23.477
	Std. Error Difference	3.454	3.439
	95% Confidence Interval of the Difference	Lower	16.536
		Upper	30.393

The table above described the results of the data homogeneity test of Students' vocabulary mastery skills (Experiment) and Students' vocabulary mastery skills (Control) using the Levene Test (Test F) with a p-value of 0.296. Because of the value of  $p > 0.05$ , the data of Students' vocabulary mastery skills (Experiment) and Students' vocabulary mastery skills (Control) are said to be the same or homogeneous.

The table above also describes the results of the average difference test between Students' vocabulary mastery skills (Experiment) and Students' vocabulary mastery skills (Control) using the Independent Samples t-Test. The Independent Samples t-Test was used because the Students' vocabulary mastery skills (Experiment) and Students' vocabulary mastery skills (Control) data were normally distributed. From the table, it is known that the value of the Independent Samples t-Test (t-count) is 6.797 and the t-table is 2.010 with a p-value of 0.000. Because the t-count  $>$  t-table or  $p < 0.05$ , it can be said that there is an average difference between Students' vocabulary mastery skills (Experiment) and Students' vocabulary mastery skills (Control). This means that there is a significant effect on students' vocabulary mastery at SMPN 03 South Bengkulu.

## 2. Discussion

The total number of students in the population of class VIII is 168, according to the findings of a study conducted at SMPN 03 South Bengkulu. This study includes 51 samples in total. The sample was separated into two groups, namely 26 students from the control group and 25 students from the experimental group. Based on the description of the research results, the researchers in this study conducted several discussions, one of which was about how Wordwall media affects students' vocabulary skills.

Judging the results of the normality test and homogeneity test shows that the two classes have variants that are not significantly different and are normally distributed. This is used as a benchmark that the two classes have the same condition before being given treatment in each class. After that, the research continued with the selection of the control class, namely class VIII B with conventional methods, and the experimental class, namely class VIII A using word wall media.

Based on the results of the study, the following interpretations are presented to increase the research score. After the researchers completed the treatment and post-test. Judging from the results of the average post-test scores of the two classes, the experimental class showed better results. Here, of

course, cannot be separated from the use of the word wall media itself. The researchers found that word wall media had a statistically significant effect on students' vocabulary mastery skills, according to the findings. The experimental class had a higher post-test average score of 80.40 than the control class which had a value of 56.92. It was found that Wordwall media had a significant effect on students' vocabulary mastery skills.

Then, word wall media provides opportunities for students to develop their vocabulary mastery skills through a deeper understanding of vocabulary teaching through media, and they can easily understand the teaching given by remembering the given vocabulary, with strategies using Wordwall media students was not feel bad. This makes learning boring because they do not get a monotonous teaching and learning process in class, especially in learning vocabulary mastery which is considered a monotonous, uninteresting and boring lesson.

## CONCLUSION

### 1. Conclusion

Based on research conducted at SMPN 03 South Bengkulu in the 2020/2021 academic year, the researcher can conclude that firstly by using Wordwall media the researcher can improve students' vocabulary mastery skills which have been proven by their significantly increased scores, it can be concluded the word wall media can effect of students' vocabulary mastery. Second, based on students' responses to teaching and learning activities, students are clearly very interested in using Wordwall media, this is indicated by their participation in learning and class discussions. Third, students are more active in learning vocabulary. As a result, the use of Wordwall media can help students improve and master vocabulary themselves.

### 2. Suggestion

In this section, the researcher will provide several recommendations, namely: first, the use of Wordwall media to improve student's vocabulary mastery skills will be very beneficial for teachers and students of course. As a result, teachers must continue to use Wordwall as a media of learning when in-class teaching and learning vocabulary. Second, learning media is very beneficial for students because it makes learning more interesting, faster, more fun, and more effective. Therefore, students are advised to use appropriate Wordwall media to better understand and understand the learning proses. Third, this research is a teaching process research that has a very broad scope. Another research on the use of Wordwall media by students is needed. Other researchers can use Wordwall media to see the effectiveness of certain English categories.

## REFERENCES

- Anwar Zulkifli, Enung Mariah, F. U. (2019). Efektivitas penggunaan media word wall (jidaru al kalmah) dalam penguasaan kosakata bahasa arab siswa kelas x sma negeri 1 pangkep. 3.
- Cammeron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
- Fransisca Nur'aini, Ikhyia Ulumuddin, Lisna Sulinar Sari, sisca F. (2021). Meningkatkan Kemampuan Literasi Dasar Siswa Indonesia Berdasarkan Analisis Data PISA 2018. *Pusat Penelitian Kebijakan*, 3(April), 1–8.
- Handayani, F. A., Martina, F., & Rizal, S. (2021). The Effect of Critical Reading Strategy on Students' Reading Ability in Comprehending Expository Text. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 2(2), 170–179. <https://doi.org/10.52690/jadila.v2i2.194>
- Hasan. Yasdar, M., & Mulyadi. (2018). Improving Students English Vocabulary by Using Tic Tact Toe Game at The second Year of SMP Negeri 7 Satap Maiwa Kabupaten Enrekang. *EDUMASPUL*, 2, 50–60.
- Nikijuluw, R. C. G. V. (2020). Vocabulary Journal Strategy: One Way To Help Students' Vocabulary. *Jurnal Tahuri*, 17(1), 1–7. <https://doi.org/10.30598/tahurivol17issue1page1-7>

- Pratiwi, I. (2019). Efek Program Pisa Terhadap Kurikulum Di Indonesia. *Jurnal Pendidikan Dan Kebudayaan*, 4(1), 51. <https://doi.org/10.24832/jpnk.v4i1.1157>
- Sugiyono. (2018). Metode Penelitian Kuantitatif, Kualitatif dan R&D. In ALFABETA BANDUNG. ALFABETA BANDUNG.
- Thornbury, S. (2002). *How to Teach Vocabulary* (Pearson Ed).
- Tompkins, G., Campbell, R., Green, D., & Smith, C. (2015). *Literacy for the 21st Century A Balanced Approach* (Sixth Edit). British Library Cataloguing-in-Publication Data. [https://books.google.co.id/books?id=LDHwOQAACAAJ%0Ahttps://books.google.co.id/books?hl=id&lr=&id=oK6aBQAAQBAJ&oi=fnd&pg=PP1&dq=Literacy+is+the+ability+to+use+reading+and+writing+in+carrying+out+tasks+related+to+the+world+of+work+outside+of+school+\(Tompkin](https://books.google.co.id/books?id=LDHwOQAACAAJ%0Ahttps://books.google.co.id/books?hl=id&lr=&id=oK6aBQAAQBAJ&oi=fnd&pg=PP1&dq=Literacy+is+the+ability+to+use+reading+and+writing+in+carrying+out+tasks+related+to+the+world+of+work+outside+of+school+(Tompkin)
- Wilsana, A., Marhum, M., & Kamaruddin, A. (2015). Teaching Vocabulary To Grade Viii Students At Smp Negeri 9 Palu By Using Word Wall Strategy. *E-Jurnal Bahasantodea*, 3, 23–35.