



OPTIMALIZATION WORD WALL APPLICATION IN TEACHING STUDENT'S VOCABULARY MASTERY

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Abstract

This study presents the Effect of Word Wall Application in Teaching Vocabulary Mastery to Class I Students of SMP Negeri 1 Ladongi. The design of this study was a quasi-experimental using a non-equivalent control group design. The variables of this study consisted of two variables, namely Word Wall as the independent variable and students' vocabulary mastery as the dependent variable. The samples in this study were students of class VII.A and VII.B of SMP Negeri 1 Ladongi. Class VII.A consists of 28 students consisting of 17 boys and 12 girls, and class VII.B consists of 30 students consisting of 11 boys and 18 girls. The research instrument is Word Wall and Vocabulary test. Data collection techniques in this study were pre-test, treatment, and post-test. It was found that there was an Influence of the Application of Word Wall in Teaching Vocabulary Mastery to Class I Students of SMP Negeri 1 Ladongi. This can be seen from the average value of the Post-test (78.93), which is higher than the average value of the pre-test (75.17). The results showed that $T\text{-test} > T\text{-table}$ ($3.737 > 2.051$). The alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

Keywords: Word Wall Application, Vocabulary Mastery

A. Introduction

Vocabulary is one component of language. Richards and Renandya (2002:255) said "Vocabulary is a core component of language proficiency and provides many of the foundations for how good learners speak, listen, read, and write." This means that the word is an important element that affects the four English skills, namely Listening, Reading, and writing. Thus, students must have a lot of vocabulary to support their skills.

Vocabulary is one of the key aspects of learning English. A new learner learning grammar without vocabulary will find it difficult to convey what he wants to say. Vocabulary is the largest and cannot be regulated in any language learning, be it for one's foreign language or one's mother tongue because of thousands of different meanings. Lewis (1993) mentions the idea that vocabulary mastery is the main task of second language mastery is language skills as listening, speaking, reading, writing, and translating all cannot be separated from the vocabulary.

Laflamme in Weiser (2013) stated that vocabulary knowledge is the single most important factor that contributes to reading comprehension. This is an important part of the language. If students lack vocabulary, they will have difficulty communicating and conveying messages. Students who are poor in the vocabulary will also have difficulty understanding spoken and written language due to vocabulary, on the other hand, teaching and learning vocabulary is not easy because vocabulary development is about learning words, but learning words is not something that is done and accomplished. Learning words is an iterative process of encounters in which are used repeatedly, and

how they are used in a foreign language (Cameron: 2005: 73) Meanwhile, teaching English as a foreign language has many problems faced by Indonesian students. In the classroom environment, many students find it difficult to enrich their vocabulary or memorize new words given by the teacher. This is because in learning vocabulary is only by memorizing the meaning of words. the teaching and learning process is carried out conventionally where the teacher explains and students listen to the explanation while taking notes. Therefore, their vocabulary is limited and they often have problems. Therefore, it is a web application that can help teachers teach vocabulary easily. One of the web applications that can be used to teach vocabulary is the word wall application. This is a collection of words displayed in large letters that appear on walls, bulletin boards, or other display surfaces in class. Brabham and Villaume in Harmon (2009:398) argue that the use of interactive word walls has instructional potential to increase vocabulary. Learn as students engage in word wall activities centered on activities in which students explore, evaluate, reflect, and apply word meanings in a meaningful context. Interactive word walls display well-chosen words, they help teachers build a foundation for understanding student content vocabulary. The word application is the right application so that students do not get bored and they become active in class. Building word walls can be easily integrated into activities in the teaching and learning process. Keywords or terms related to the lesson or unit of study can be added gradually as they are introduced. When students use word walls, they become more aware of words and definitions, it also helps students become aware of vocabulary in the world around them using word walls in learning.

The research objectives based on the background of this research are: to determine the effectiveness of using word walls in teaching English vocabulary to first graders of SMP Negeri 1 Ladongi.

A. Literature Review

1. Vocabulary

1.1 Definition of vocabulary

Vocabulary knowledge has an important role in language skills. The basis of language forms is words. It means that a person will not be able to communicate effectively or express ideas without having sufficient words, which is called vocabulary. Hiebert & Kamil, (2005:3) said that vocabulary is knowledge about the meaning of words.

Qiu (2016: 18) says that vocabulary is considered are a brick of English. Sedita (2005:1) stated that vocabulary is one of the five core components of reading instruction that are essential for successfully teaching children how to read. Based on the statement above, Vocabulary is needed for the success of learning English.

Vocabulary was one of the main components of a language. It must be mastered by a person if he is to be able to communicate. This statement was supported by Alqahtani (2015:25), vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning. In line with that, Majaga

& Ohoiwutun (2013: 1) said that several English skills must be mastered by students, namely speaking, listening, reading, and writing. This means that English vocabulary is needed in many aspects. Without vocabulary, someone can't master language skills.

1.2 kinds of vocabulary

According to Thornbury in Harmer (2017), there are two kinds of vocabulary as follows:

a. Passive Vocabulary

Receptive vocabulary can be understood only through listening and reading. Someone does not need to know much about receptive vocabulary because someone rarely uses receptive vocabulary and it is impossible for someone to memorize all the vocabularies of a certain language but someone can understand the ideas of the utterance contextually not word by word.

b. Active Vocabulary

Productive vocabulary involves knowing how to pronounce the word, how to write and spell it, and how to use it in correct grammatical patterns along with the words that usually collocate.

Another, according to Swan in Urdianto (2017) stated that there were some kinds of vocabulary based on part of speech that use can be divided into these classes:

- Noun

A noun is a type of word that represents a person, thing, or places like mother, apple, or chair. A concrete noun is something you can see or touch like a person or car. An abstract noun is something that you cannot see or touch like a decision or happiness. A countable noun is something that you can count (for example bottle, song, pen). An uncountable noun is something that you cannot touch (for example water, music, money).

- Verb

A verb is a type of word that describes an action or a state of being like wiggle, walk, run, jump, do, have, or think.

- Adjective

An adjective was a word that describes something (a noun). Some adjectives are big, cold, blue, and silly. One special type of adjective is an article, a word that introduces a noun and also limits or clarifies it; in English, the indefinite articles *a*, *an*, and the definite article is *the*.

- Adverb

An adverb is a word that tells "how," when," where," or "how much. Some adverbs are: easily, warmly, quickly, mainly, and freely.

In this case, the researcher focuses on Word Wall in teaching vocabulary. Furthermore, the researcher limited this research to nouns especially things around us.

1.3 The Importance Of Vocabulary

Vocabulary knowledge was often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication (Alqahtani, 2015:22). It means If students do not have sufficient vocabulary knowledge they will find it difficult to communicate with others.

Vocabulary was a thing to be mastered and should not be ignored so as not to find difficulty in English communication. Supported Hidayati (2016:2) said, "No matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.

Vocabulary was an essential element in language learning. Vocabulary was one of the main components that should be taught from the beginning level (young learners) (Rahmadhani, 2015:1). By enriching the vocabulary since childhood students will get used to it easier and have no trouble learning the language.

From the explanation above, it can be seen how important vocabulary is for students in the teaching and learning process. If students have little vocabulary, they will not be able to understand English questions and texts. In addition, if learners lack vocabulary, they may not have much information or knowledge. On the other hand, if learners master vocabulary, they will be able to communicate effectively and understand English texts.

2. Word wall

2.1 Definition Of Word Wall

According to Cronsberry in Dewi Nurhamida, a word wall is a collection of words that are systematically organized and displayed in large letters on a wall or other large display area in the classroom. This is relevant to Green's statement that a word wall is an organized collection of large printed words on the classroom wall. It is a tool designed to promote group learning. This is supported by Brabham and Villaume in Indrayana stating that a word wall is a collection of age-appropriate high-frequency visual words, classified or categories, and located on the classroom wall so that students can see and learn easily.

Cronsberry in Kadaruddin (2020) said that a word wall is a group of words that are put on the wall, bulletin boards, check the boards or whiteboards in the classroom. According to Hall and Cunningham in Kadaruddin (2020), it is expected to be able to facilitate the elementary school students to improve their vocabulary mastery, which considered a difficult thing for them to be mastered.

Wordwall is an interesting application-related program. This app is explicitly intended to be a fun learning asset, medium, and assessment tool for students. The word wall page also provides examples of instructor manifestations so that new clients know about what kind of creation to make. (Sherianto, 2020).

Wordwall is a web application that can be used to create education that pleases students and can also be used as a medium of learning that can make students active. This website can match to plan and explore learning evaluation actively. (Irham Halik, 2020).

1.1 Teaching Vocabulary Using Application Word Wall

Anindyajati & Choir (2017:3) said that a visual Word Wall can help students to remember vocabulary or relationships between words. Word Walls teach students about how words work and foster independence Dastyck (2007:14). It can be said that vocabulary is very useful to be able to connect a word with other words into a correct sentence.

Word Wall promotes independence for students, they no longer need to ask the teacher how to spell certain words and words with irregular spellings that must be learned by looking at the Word Wall as a reference Dastyck (2007:14). This means that Word Wall can make it easier for teachers to teach vocabulary to be understood by students with media that can train students' independence by seeing what is learned and remembered on the wall or board. Word Walls also function to teach word analysis and build vocabulary from the unit of study Jasmin & Schissel (2009:304).

The teacher must teach the Word Wall with good preparation. The words given should be useful and usable for students. In addition, determining the number of words you want to use is also important in the word wall media application sartika (2017:180) also says that doing a word wall means making words accessible by placing them where students can see them.

1.2 Types And Characteristic Of Word Wall Application

The type of Wordwall application game used by researchers in this study is Anagram game, because it will make students try to answer in this Wordwall application game. Playing in the Wordwall application will also make students forget for a moment that they are still in the learning system. Especially when students answer and try to play the Wordwall application, it will make students feel happy so that it is interesting and expands their liking for thematic topics. The Word Wall application is a web-based application that can be used to create learning media such as quizzes, anagrams, random words, word searches, grouping words, and so on. While the Anagram game is a word that is scrambled and then arranged into the correct word or phrase.

1.3 Characteristics Of The Word Wall Application

There are several characteristics of a word wall application that should be considered and adopted, in particular:

1. Difficulty and change, difficulty level of difficulty can be adjusted to the student. In word wall, there are various difficulties associated with different levels, the higher the level, the higher the difficulty level of the test.
2. Interesting and fun, can make students disperse and cool in the exercises that lead them to achieve their goals according to their abilities.
3. Adding experience in technique, students can try to play the real game, they may lose or fail, but they will repeat and try to refresh the system in play.
4. Can be played alone.

B. Methodology

1. Research Design

The study was conducted to obtain information to achieve the researcher's objective. All methods are good and usable in principle, but determining the right research method in research depends on the research problem itself. The information is obtained in some scientific way or using the scientific method. According to Sugiono (2016), research method is a scientific method to obtain information for specific purposes and uses.

The purpose of this study is to find out the differences in students' understanding before and after applying vocabulary using the word wall application. The purpose of this study is to investigate the vocabulary comprehension of students using Wordwall in the first grade of SMP Negeri 1 Lalolae. This study used a quasi-experimental research method. Sugiyono (2016) argued that a quasi-experimental design is the development of a real experimental design that is difficult to implement.

2. Participants/Respondents/Population and Sample

Sugiyono (2016) argued that a population is a generalization area that consists of objects or subjects that have certain characteristics and characteristics that have been determined by researchers to study and then draw conclusions. There were two classes and there were a total of 87 students. The researcher takes two classes as a sample of the study. Arikunto (2013) stated that a sample is part of a study or a representative population. The researcher used two classes namely Class VII A and Class VII B for the sample of 87 students. Class VII A participates as an experimental class that received the Word Wall Model as treatment, while Class VII B participates as a control class.

3. Technique of Data Collection

When collecting data in a quasi-experimental study, researchers use methods, namely:

- Pretest

Before the treatment, the researcher administered a pretest of the vocabulary test to the students. The goal is to know the vocabulary of the students before starting treatment. The test consisted of 20 vocabularies of the objective test. In this study, both the control and experimental classes were given a multiple choice test.

- Treatment

The experimental class received the treatment by learning them through a Word wall application. The researcher holds three meetings. In this case, the researcher presents the material in three meetings. The researcher applies the Word Wall model mainly in the vocabulary management of the students in the learning process, while the control class is taught without the Word Wall model.

1. Trial class

2. control class
3. post-test

4. *Instruments*

An instrument was a way to get information. The instrument is very important to collect the necessary data in experimental studies. While collecting data, the researcher uses a test as an instrument. Arikunto (2013) stated that researchers use instrumental tools in conducting a research method. Some of the tools were tests, surveys, interviews, observation, rating scales and documentation. In this study, the researcher uses a test as a data collection tool. According to Sugiyono (2014), a research instrument is a data collection tool used to measure natural and social phenomena observed by researchers. The use of research tools is therefore to obtain complete information about a problem, a natural phenomenon or a social phenomenon. The instrument used in this study was a pre-test at the beginning of the meeting and a post-test at the end of the meeting. The researcher gave the students a pre-test once before each stage of treatment. The test consists of 20 word-related questions. The questions were adapted according to the study material for each meeting (treatment). So that the questions given to the students also contain teaching material. Students took the test individually in a pre-test with a time limit of 60 minutes. It was used to measure or know the vocabulary score of the students. This test was created based on the material taught to students in the first grade of elementary.

5. *Technique of Data Analysis*

The researcher collected pre-test and post-test data. The researcher compares the pre-test and post-test results of the test. The data is then analyzed and determined by statistical calculations using the t-test formula at the level of significance and a score is obtained. In this study, T-test is used to test the results of differences between the mean scores of the experimental class and the control class, regardless of whether there was a difference or not. In addition, the resulting score was the difference between the pretest and posttest class scores for each experimental group and the control class. Scores were used to determine the increase or decrease in score and the effectiveness of the vocabulary test used by the researcher.

C. Findings and Discussion

1. *Findings*

The information obtained from the findings was divided into two parts, viz. pre-test and post-test class data analysis and pre-test and post-test comparative class data analysis.

- Analysis of pre- and post-test data

The purpose of this analysis was to find out the difference in word mastery of the first grade students of SMP Negeri 1 Ladong before and after the study using the Word Wall application. In addition, this study also aimed to determine the effectiveness of the Word Wall application in a trial lesson.

- Descriptive analysis

Descriptive analysis was an important step in statistical analysis. It provides an overview of data distribution, helps identify deviations and typos, and allows to identify relationships between variables, therefore the researcher is ready to do further statistical analyses.

- Preliminary test in the test class

The experimental class was a class taught to manage vocabulary using the Word Wall application.

- Preliminary test in the control class

The experimental class was a class where the Word Wall application was used to test vocabulary. There were 30 students in the experimental class and a pre-test was conducted.

- Post-test in control class

A post-test of the control class aimed to determine the result of students' vocabulary mastery after treatment.

2. Discussion

The result of the students' reading test in the assessment showed that the pre- and post-test had an effect on the students' vocabulary control after being treated with the Word Wall application. This can be demonstrated by looking at the pretest and posttest means of the experimental class of 75.17 and 78.93, while the pretest and posttest means of the reference class were 76.96 and 78.33.

The t-test result was 3.737 and the t-table critical value was 3.726. Because the t-test was higher than the t-table, it showed that after the Word Wall application treatment, the test class scored better than before the Word Wall application treatment.

According to the above explanation, it is clear that the Word Wall program is one of the right programs for teaching English, especially for vocabulary management. This program introduces students to effective and efficient learning without feeling too pressured in the classroom. Students can learn anywhere and anytime, both in and out of the classroom without leaving the classroom. Students become independent learners who can continue their learning activities, but on the red line they also follow the rules and regulations given by the researcher. As Azizah (2020) pointed out in her research that using the word wall application can improve students' vocabulary in English subjects.

In the experimental classroom, the researchers teach students using the Word Wall application in the classroom. The researchers then carried out the following activities; First, the researcher opened the class and briefly explained the material to be taught, and the teacher explained the Word Wall application by instructing students to open and enter the common Word Wall link on their mobile phones. The researcher then explained how to use the app to answer questions about the material given by the teacher. Then the researcher gave an example of the vocabulary of the objects around the students. Second, the students are given a quiz of test questions in the word wall anagram game application related to the material being taught at the given time, after which the students answer the test questions. Third, after the students have worked on the questions, the teacher corrects any mistakes the students may have made while answering the exam. Finally, giving feedback, the teacher asked the students what they thought was difficult about the taught material and what they did not understand. In the control classroom, students were taught by researchers in a traditional classroom. The researchers then carried out the following activities; First, the researcher explains the meaning of the material being taught. The teacher explains the vocabulary and nouns related to the material being taught. The researcher then gives examples of the nouns around the students and how to form sentences using the nouns. Second, students rewrite the sentences they made using nouns and then say the sentences. Third, the teacher corrects the mistakes that the students may make in the steps they have taken. Four students were given a quiz on nouns related to the material, after which they had to answer questions in their English notebooks. The child gives feedback, ie. the teacher asks the students what they think is difficult and they do not understand the taught material.

When dealing with the Word Wall application in the vocabulary lesson, there were several factors that significantly affected students' vocabulary control. The first factor is students' habits while learning. In the process of teaching and learning, researchers give students repetitive exercises to create their own way of performing a skill. Another factor is that the researchers apply discipline to the students. Not only do researchers apply a way of doing something to students, but they also apply an activity to students.

In teaching and learning, researchers routinely perform exercises based on the material taught to students. As Kapp (2012) indicates, modern pedagogical paradigms and trends are reinforced with the help of ICT. It creates new approaches and techniques to engage students in active learning. Then one trend that is a solution to the current situation is game-based learning. Game-based learning means using game-based mechanisms and game thinking to engage students, motivate activities, promote learning and solve problems.

Therefore, Word Wall is considered an attractive method because it is designed to train the ongoing classroom activity into easy-to-use teaching and learning. The main purpose of the Word Wall program is to help students understand vocabulary through Anagram games to develop their own vocabulary skills. Word Wall allows teachers and students to learn in different places, not just locked in one room or through normal classroom activities.

Finally, among the advantages of the Word Wall application, the method offers several advantages to students, such as Word Wall helps students understand the language under the guidance of the teacher, students benefit from practice because they can apply knowledge through interaction, students make connections with the material when they work with text and concepts beyond a one-time exposure, when students practice using information through apps, they connect with the information on a deeper level, teachers can correct students' mistakes, and sometimes encourage them with specific difficulties. It also makes students more active and independent and more responsible for their learning. Based on the previous discussion, teaching English, especially vocabulary control, the use of Word Wall is one of the recommended teaching methods to be applied in vocabulary lessons. Therefore, the researcher concludes that teaching vocabulary using Word Wall has a positive effect on the vocabulary of first grade students in SMP Negeri 1 Ladongi.

D. Conclusion

Based on the finding and discussion, it can be concluded that referring to the result of this study, it was obvious that the Word Wall application affected the results of students' vocabulary and had a positive effect on learning. Comparing the pretest and posttest of the experimental class showed that both classes have an effect, but the effect is significantly greater based on the list of N-Gain scores of the students in the experimental class. (Appendix 9), since the post-test of the experimental class was higher (78.93) than the pre-test (75.17), the pre- and post-test of the reference class were (78.33) and (76.96), which meant that there was a significant effect on students' vocabulary after treatment in the first grade of SMP Negeri 1 Ladong. The result was also seen from T-test at significant level (α) 0.05. The result showed that T-test (T-number) > T-table (Tt) ($3.737 > 2.051$). The null hypothesis (H_0) was rejected. This meant that the alternative hypothesis (H_1) was accepted because the Word Wall application had a significant impact on teaching students vocabulary management in the first grade of SMP Negeri 1 Ladongi.

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