

## IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH WORD WALL TECHNIQUE

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**Abstract** : The aim of this research is to see whether the use of the Word Wall Technique can improve students' vocabulary mastery or not. This research is conducted in the seventh grade of SMP BERE A Tondano, class VII is chosen as the subject of the study and this class consists of fifteen (15) students. This research uses the pre-experimental design with one group pre-test and post-test. The instrument for data collection is a multiple-choice test. In this research showed that the mean score of the pre-test is 49,6 and the post-test is 82. This means that the result of post-test is higher than pre-test. In other words, this result may lead to conclusion that using Word Wall Technique is effective to improve students' vocabulary mastery at the seventh grade of SMP BERE A Tondano. This shows that English teacher can use Word Wall Technique to improve students' vocabulary mastery.

**Keywords** : *Vocabulary Mastery, Word Wall Technique, English Language Teaching*

### INTRODUCTION

Language is used by human to communicate, interact, express meaning, and share ideas with each other. Language has an important role in human intelligence, social environment, and human emotional development. According to Hampp (2019), "Language is a tool for expressing yourself, a communication tool, and a means for social control. Every society must have a language. Through language, humans can think and develop their knowledge." Mastering foreign language such as English is very necessary to help us to communicate with people around the world (Yudha & Mandasari, 2021).

English is an international language and widely used by all people in the world today. Rao (2019) explains, "English has become a tool for international communication in tourism, commerce, education, transportation, technology, etc." According to Maru (2009), "for most Indonesia, the aim of learning English as a foreign language is to be able to communicate." From the statement above,

it can be concluded that besides being a tool for international communication and being able to add our knowledge English has one advantage which is very flexible. Liando (2009) believes "Indonesia has adopted English as a tool of communication to establish relationships with other countries." In Indonesia, English is taught as a foreign language, so the students need to improve their vocabulary stocks.

Vocabulary is one of the essential language components in teaching and learning English. When students are studying a new language, they should have a lot of vocabulary stocks. If the students have lots of vocabulary stocks, they will be able to produce many sentences and make them easier in speaking or writing. Rogahang, Liando, and Maru (2016) say that "Vocabulary acquisition in a foreign language is crucial. The crucial role that vocabulary plays is admitted by experts in second/foreign language teaching. All these experts implicitly admit that vocabulary should be the focus of foreign language teaching if learning a foreign

language to be successful.” The introduction and mastery of vocabulary for students are expected to help them to understand the vocabulary that has been taught so that the learning results that have been obtained can be used for the next level and learning can be absorbed properly.

Vocabulary mastery is the main foundation in learning English, without having rich vocabulary mastery, we cannot express something. It is important to realize that language learning does not only depend on the mastery of the vocabulary but is actually very dependent on people who follow the learning process itself. Aruperes, Liando, Rorimpandey (2018) describe vocabulary as “the basic language aspect that must be mastered before mastering English skills.” Therefore, mastering the importance of vocabulary for students in learning English must be balanced with the willingness to learn from students so that teachers can optimize the learning abilities of each student. There are some factors that caused students’ lack of vocabulary mastery (1) the written form is different from the spoken form in English, (2) The number of words that students need to learn is very large, (3) the limitations of sources of information about words, (4) The complexity of the word.

To improve the students’ vocabulary stocks, the teacher should use the appropriate media and technique or strategy to attract the students’ attention in the classroom. In this study, the researchers use *Word Wall technique* to improve students’ vocabulary mastery. Word wall is one kind of visual teaching aids or tools that can be used by the teacher in teaching vocabulary in the classroom. Word Wall is considered as an effective technique in teaching vocabulary. Word Wall technique is expected to facilitate the students to improve their vocabulary mastery, which considered as a

difficult thing for them to be mastered. So, this study is conducted to see whether using *Word Wall Technique* can improve students’ vocabulary mastery or not.

As the foundation for acquiring language abilities, vocabulary is essential to language development. Peters *et al* (2019) argued that students must have a strong vocabulary at a young age. Learning English can get off to a strong start by mastering fundamental vocabulary, including the names of things in the classroom or things people carry around in their luggage. According to Wei (2021), who emphasizes the importance of vocabulary in transmitting meaning, children who have a strong vocabulary find it easier to understand the teacher’s instructions and comprehend phrases.

Vocabulary is divided into content words (nouns, verbs, adjectives, and adverbs), function words, and alternative words (Ali, 2020). Nouns and verbs are among those that junior high school students should focus on mastering. Knowing the definitions of words is only one aspect of mastering a vocabulary; it also requires knowledge of word classes, syntax, collocations, and word creation. The importance of understanding form, grammar, collocation, meaning, and word creation is emphasized by Tai, Chen & Todd (2022), who defines vocabulary mastery as more than just the ability to recognize word meanings. Vocabulary mastery in the context of writing subskills refers to the quantity of words or vocabulary that students can recall. Students must understand vocabulary because it is a vital part of learning a language. Early vocabulary development helps students communicate and comprehend themselves more clearly. Understanding word classes, syntax, collocations, and word construction are all essential components of vocabulary mastery. Rich vocabulary, which refers to

the number of words in learners' memory, improves writing subskills.

A common tool used in classrooms to teach vocabulary and literacy concepts is the word wall. It entails projecting chosen words on a wall or bulletin board so that students can refer to them visually while engaging in literacy exercises. According to Syamsidar *et al* (2023), a word wall is an orderly group of words that are presented in enormous letters. It serves as a visual support structure and helps pupils identify words, easing the transition to independent reading and writing. The Word Wall method is recommended for improving overall comprehension and teaching vocabulary.

According to Sartika (2017), the spiral theory of mastery-repetition is the foundation for Word Wall. It enables students to reuse vocabulary throughout the academic year, strengthening previously learned material. A Word Wall is a collection of words that are placed on a wall or board in a classroom, according to Darliani & Agustina (2019). According to Witkowski & Baker (2012), a Word Wall is an interactive tool that includes a variety of words used in reading and writing exercises. It helps with vocabulary growth and acts as a visual assistance.

It is underlined that interactive word walls are an effective tool for expanding vocabulary and improving understanding. They let teachers to review material and skills throughout the year and offer visual support for students, enabling thorough curriculum planning. Word walls' interactive features engage kids in activities that help them comprehend words and encourage involvement and independence in their work. Jackson (2013) advises teaching kids to choose their own words for the word wall so that it has more personal significance for them while they are working independently.

The use of word walls can help students learn words more easily, improve

their reading comprehension, develop their independence, and encourage both reading and writing. However, there are several drawbacks as well, including the possibility of inauthentic language, the length of time needed for development, and the requirement for special tools to duplicate the word wall. These difficulties can be overcome with the right planning, detailed instructions on how to construct and use the word wall, and efficient classroom management. Preparation, application, and assessment are steps in the process of teaching vocabulary using the Word Wall technique. These steps include activities like pre-tests, reading texts, debating issues, introducing new words, and using post-tests to gauge student progress.

## RESEARCH METHOD

This study can be classified as quantitative research through a pre-experimental design with one class only. In doing this research, the data are collected by pre-test and post-test. The pre-test is given before the treatment and the post-test is given after the treatment to find out the effect of the Word Wall Technique in improving students' vocabulary mastery. Patel & Patel (2019) states "experimental studies are those in which the investigator deliberately manipulates some factors or circumstances in order to test the effect on some other phenomenon." So, in this study, there are two tests: The pre-test =  $X_1$  and the post-test =  $X_2$ . T is used to symbolize the treatment in this design. The subject of this research is the seventh-grade students of SMP BERE A Tondano, which consisted of 15 students.

The data are collected using the test: pre-test and post-test. The test that is used in this study is the written test. The pre-test and post-test are the same in form, but the time and the goal are different. The test is given based on the material about descriptive text. There are total of 40

questions: 20 questions of pre-test and 20 questions of post-test. The pre-test is given to measure students' ability about the material before the treatment. The post-test is given to measure student's achievement after the treatment.

Data analysis is the process of evaluating and analyzing the data sequence to obtain the information needed. In analyzing data, the mean score of the pre-test compares to the mean score of the post-test to get the conclusion of this study. The writer used the formula by Hatch and Farhady (1982: 30) to see the students' abilities. The following mean score formula is used:

$$\bar{x} = \frac{\sum x}{n}$$

Where

$\bar{x}$  : Mean Score

$\sum x$  : Total Score of students

$n$  : Total Number of Students

**FINDINGS AND DISCUSSION**

As stated in the previous chapter that this research is quantitative research through pre-experimental design with one group pre-test and post-test design. The test is consisted of 20 items, and the correct answer was scored 1, and incorrect 0. This study is conducted at seventh grade of SMP BEREA Tondano which involves 15 students as the subject of the study.

**Table 1. The data of students in X1 (pre-test) and X2 (post-test)**

Number of Students	Pre-Test (X <sub>1</sub> )	Post-Test (X <sub>2</sub> )
1	60	85
2	45	75
3	50	85
4	45	80
5	65	95
6	50	75
7	55	90
8	60	95
9	40	70

10	40	85
11	50	75
12	40	80
13	45	75
14	55	85
15	45	80

There are 15 students who took in the test and every student gets higher score on the post-test. There is no one student gets the same point in the pre-test and post-test.

**Table 2. Frequency distribution matrix of pre-test (X<sub>1</sub>)**

Scores	Tally	Freq	Freq-%	Cumulative	Cumulative
65	I	1	7%	15	100%
60	II	2	13%	14	93%
55	II	2	13%	12	80%
50	III	3	20%	10	67%
45	IIII	4	27%	7	47%
40	III	3	20%	3	20%

A frequency table shows how the values of a variable are distributed over the cases. We can get the frequency of items and then percentage or even calculating cumulative percentage. In this table the researcher shows the frequency distribution matrix of pre-test. There are 15 students took part in pre-test. From the 15 students the highest score is sixty-five (65) achieved by one (1) student. The lowest is forty (40) achieved by three (3) students, sixty (60) achieved by two (2) students, fifty-five (55) achieved by two (2) students, fifty (50) achieved by three (3) students, forty-five (45) achieved by four (4) students.

**Table 3. Frequency Distribution Matrix of post-test (X<sub>2</sub>)**

Scores	Tally	Freq	Freq-%	Cumulative	Cumulative
95	II	2	13%	15	100%
90	I	1	7%	13	87%
85	III	4	27%	12	80%
80	III	3	20%	8	53%
75	III	4	27%	5	33%
70	I	1	7%	1	7%

There are 15 students taking part in post-test. From the 15 students, the highest score is ninety-five (95) achieved by two (2) students. The lowest is seventy (70) achieved by one (1) student, ninety (90) achieved by one (1) student, eighty-five (85) achieved by four (4) students, eighty (80) achieved by three (3) students, seventy-five (75) achieved by four (4) students.

**Table 4. Computation of Mean Score (X) of Pre-Test X<sub>1</sub>**

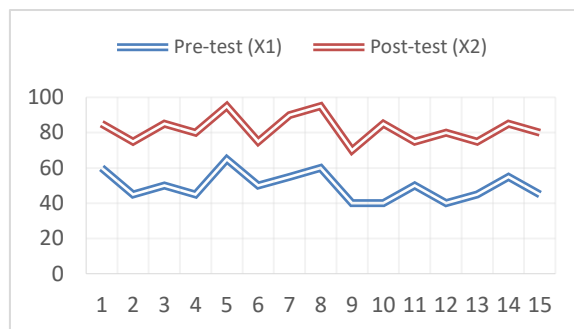
Number of Students	X
1	60
2	45
3	50
4	45
5	65
6	50
7	55
8	60
9	40
10	40
11	50
12	40
13	45
14	55
15	45
<b>Total</b>	<b>745</b>
<b>Mean Score</b>	<b>49,6</b>

This table shows the individual score of the students. X is the pre-test score of each student and the mean score of the pre-test is 745 and the mean score of the pre-test is **49,6**.

**Table 5. Computation of Mean Score (X) of Post-Test X<sub>2</sub>**

Number of Students	Post-Test (X <sub>2</sub> )
1	85
2	75
3	85
4	80
5	95
6	75
7	90
8	95
9	70
10	85
11	75
12	80
13	75
14	85
15	80
<b>Total</b>	<b>1.230</b>
<b>Mean Score</b>	<b>82</b>

This table shows the individual score of the students. X is the post-test score of each student and the mean score of the post-test is 1.230 and the mean score of the post-test is **82**. It shows the following results:



**Figure 1. Frequency Polygon of Pre-test (X<sub>1</sub>) & Post-test (X<sub>2</sub>)**

The graph shows the score of the students before and after the implementation of the action. The line showed that the result of the post-test is higher than the pre-test.

**CONCLUSION**

Learning English vocabulary by using word wall technique could support and

develop students' vocabulary in the seventh grade of *SMP BEREA Tondano*. It can be seen from the students' mean score for vocabulary test in post-test is 82 which is higher than the students' mean score for vocabulary in pre-test is 49,6. This shows that there is significant difference score between the students' vocabulary mastery before and after being taught by using word wall technique. Therefore, it is concluded that word wall technique is able to improve students' vocabulary mastery. Based on the result of this research, some suggestion can be mentioned. Teacher should use suitable techniques in teaching learning process to motivate the students in learning English especially Vocabulary.

The teacher should suggest the students to memorize the vocabulary that they have learnt. In teaching vocabulary, it is better for the teacher to apply Word Wall Technique in classroom. Since, it can help the students to develop their vocabulary. This study applied Word Wall Technique to improve students' vocabulary mastery. It is expected that the result of this study can be a reference for another researcher in different context that can give a contribution in teaching English.

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