The Effect of Word Wall Media on Young Learners' English Vocabulary Mastery

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Abstract: The purpose of this research is to explore the differences in vocabulary mastery between students given Word Wall media and students given book learning media in vocabulary mastery among grade 2 students at SD Negeri 1 Kalipare in the even semester of the 2024/2025 school year. This research was carried out over six meetings using a Quasi-Experimental research design and quantitative methods. The participants involved in this study consisted of two classes with 42 students. And twenty-one students per class. The research employed pre-test and post-test data collection techniques. The post-test result indicates that the vocabulary proficiency of students in the experimental class is 75.00 at the same times as in the control class which is 55.476. So, student learning outcomes on vocabulary mastery related to family members and possessive adjectives through using Word Wall media in grade 2 students of SDN Kalipare 1 increased. The results indicate that Word Wall media can effectively enhance students' vocabulary achievement.

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui perbedaan penguasaan kosakata antara siswa yang diberikan media Word Wall dan siswa yang diberikan media pembelajaran buku dalam penguasaan kosakata pada siswa kelas 2 SD Negeri 1 Kalipare pada semester genap tahun ajaran 2024/2025. Penelitian ini dilaksanakan selama enam kali pertemuan dengan menggunakan desain penelitian Quasi Eksperimen dan metode kuantitatif. Partisipan yang terlibat dalam penelitian ini terdiri dari dua kelas dengan jumlah siswa sebanyak 42 siswa. Dan dua puluh satu siswa per kelas. Penelitian ini menggunakan teknik pengumpulan data pre-test dan post-test. Hasil post-test menunjukkan bahwa kemampuan kosakata siswa di kelas eksperimen adalah 75.00 sedangkan di kelas kontrol adalah 55.476. Jadi, hasil belajar siswa pada penguasaan kosakata yang berkaitan dengan anggota keluarga dan kata sifat possessive melalui penggunaan media Word Wall pada siswa kelas 2 SDN Kalipare 1 mengalami peningkatan. Hasil penelitian ini menunjukkan bahwa media Word Wall efektif dapat meningkatkan penguasaan kosakata siswa.

INTRODUCTION

In this era of globalization, English language skills which include vocabulary acquisition should be taught to college students at all stages. According to Hasan and Habibie (2024), A strong vocabulary not only enhances communication but also offers up a world of new options for learners, including academic, professional, and personal growth. Vocabulary serves as a foundational element for language learners, enabling them to communicate, read, listen, and

write effectively (Darma et al., 2023). Vocabulary is needed in the continuity of English learning. Mastering vocabulary is widely considered a crucial aspect of the language learning process, playing a significant role in enhancing an individual's proficiency in a language they have already acquired (Marhamah & Mulyadi, 2020). In addition, effective language skills rely heavily on having an adequate vocabulary. To communicate effectively and confidently in diverse situations and contexts, students need to have a broad vocabulary. Every young learner needs new vocabulary to increase their knowledge (Fatimah, 2020). If learners do not utilize new vocabulary often in a variety of settings, it may be difficult for them to retain and use it in their communication (Hasan & Habibie, 2024). Besides, teaching English to young learners has many challenges, one of which is how to get children interested and motivated to learn. However, teaching young learners can present certain challenges for teachers, despite their ability to quickly grasp and learn new concepts (Pradini & Adnyayanti, 2022). Supported by (Fatimah, 2020) The students had difficulty remembering the word, spelling, and understanding the meaning of the word they got. By incorporating interactive, enjoyable, and engaging activities into lessons, teachers can significantly boost young learners' motivation and enhance their engagement in the learning process (Pradini & Adnyayanti, 2022).

Teachers have access to a variety of learning media that can serve as effective tools in the process of teaching and learning, so that students can more easily understand the material presented. Effective learning tools can significantly enhance young learners' motivation and inspire them to take an active part in the educational process (Altayani, 2021). The result of learning depends on the process that builds up the student's interest through media applied as a solution to solving the problem(Fatimah, 2020). One of the media that can create interactive and fun learning is word wall media. Word walls present a diverse range of new vocabulary that students can master, creating a more engaging and enjoyable environment for vocabulary acquisition in the classroom(Amelia, 2022). A Word Wall is a type of media content that should be actively utilized rather than simply displayed or glanced at. This media can be thoughtfully designed to support both learning and collaborative activities, actively involving students in its creation and implementation (Junizar & Sudiyono, 2020). The use of Word Wall as a learning media is expected to contribute significantly to the improvement of students' knowledge and mastery of vocabulary, so that they have sufficient provisions to communicate effectively.

There are several studies have explored the impact of Word Wall media on improving students' vocabulary comprehension. Darma et al. (2023) examined the effectiveness of word wall media on students' vocabulary mastery among seventh-grade students at SMPN 3 Kec. Pangkalan Kota Baru employing a quasi-experimental research design, their findings showed that the p-value was smaller than the alpha value (0.000 <0.05), which indicated that teaching vocabulary mastery through Word Wall media had a positive effect on improving students' vocabulary mastery. The same finding was gathered by (Mandasari et al., 2022), she focused on the use of the Word Walls technique to improve students' writing ability in descriptive text by using Classroom Action Research (CAR), the results showed a notable enhancement in students' writing skills following the implementation of Word Walls Application. This increase showed that students became more active and motivated in the writing learning process, with the average final score (73.95) exceeding the minimum criteria for completeness (KKM) set at SMPN 17 Bengkulu City, which is 70. This indicates that the Word Walls technique is effective in improving students' writing skills in descriptive text.

Furthermore,(Silalahi & Napitu, 2021) also conducted research on the speaking skills of seventh-grade students at SMP NEGERI 10 Pematang Siantar using a quasi-experimental research design. The findings indicated a significant enhancement in students' speaking skills following the use of media. Moreover, 85% of the students achieved the set Minimum Completeness Criteria (KKM), which indicates that most students were successful in learning to speak after the intervention. In addition, (Triariani, 2020) studied the effectiveness of Word Wall media to improve students' vocabulary mastery in learning English in the seventh grade of SMPN 1 Siman Ponorogo utilizing a quasi-experimental research design. The results revealed a significant difference in vocabulary acquisition between students who were taught using Word Wall media and those who were not. The study concluded that incorporating Word Wall media

not only boosted students' vocabulary scores but also actively engaged and motivated them in the English learning process.

Those previous studies showed the effectiveness of the use of Word Wall media (Mandasari et al., 2022) shows that word wall is effective in increasing students' motivation and engagement in the writing learning process but this research only focuses on descriptive text learning conducted at SMPN 17 Bengkulu City. Likewise, research that was done by (Silalahi & Napitu, 2021) also focuses on improving speaking skills in the context of descriptive texts conducted at SMP Negeri 10 Pematangsari but this research only focuses on improving speaking skills in the context of descriptive text. Whereas the research by (Triariani, 2020) is limited to the mastery of the vocabulary of antonyms of adjectives where word wall media should be used as learning media in various topics or subject matter such as student vocabulary mastery with the topic of family members and possessive adjectives. In a nutshell, this study suggests that Word Wall media can be an effective tool to enhance students' vocabulary comprehension. However, further studies are still needed to discover the effectiveness of this medium throughout distinctive, age groups and topics. Besides, that four preceding research have now not been completed on young learners. Therefore, this study aims to study the effect of word wall media on second-grade students' vocabulary mastery in SD Negeri 1 Kalipare.

METHOD

This research utilized a quantitative approach, specifically a quasi-experimental design, which allowed the researcher to assess the impact of Word Wall media on students' vocabulary achievement. It involved two groups: an experimental group that utilized the Word Wall media and a control group that did not. Both groups participated in pre-tests and post-tests to evaluate the changes in their vocabulary acquisition. However, the treatment of using the word wall strategy was only given to the experimental group. There were 20 multiple-choice questions that covered the participants' understanding of family members. The questions in this test were of different types, including word substitution, as well as translation. The content of the test and the pre-tests and post-tests questions were validated by the second-grade English teacher at SD Negeri 1 Kalipare.

Amelia (2022) stated that the term "population" typically refers to a collection of objects or subjects that researchers study. While the populace can be viewed as a group of living beings sharing various characteristics and traits selected by the researcher, it is more commonly associated with the objects of investigation. This study focused on the population of 2nd students at SD Negeri 1 Kalipare. This research location was determined based on its distinctive characteristics, namely the learners' low level of English vocabulary acquisition and their interest in English learning that needed to be improved. The populace of this research consisted of forty-two students who had been divided into two classes. The reason why all 2nd-grade students were selected to be the research sample was because, at the time of the research, the material being studied by students was still related to the research topic. The information about the samples can be seen in Table 1.

Table 1. Sample of Research

No	Class	Number of Students	Role	Class	Treatment
1	2A	22 Siswa	x	Experiment	Word Wall
2	2B	20 Siswa	y	Control	Book Learning
	Total	42 Siswa			

From Table 1, it can be seen that there are two classes with a total of 42 young learners, namely Class 2A and 2B where Class 2A with 22 young learners as the experimental group received Word Wall treatment, and Class 2B with 20 young learners as the control group received conventional learning treatment.

This study employed a phased approach to vocabulary instruction using Word Wall, as part of its data collection process. The first stage involved administering the pre-test during the initial meeting of the six scheduled sessions. The purpose of the pre-tests is to assess the students' vocabulary before the implementation of the Word Wall media treatment. From the 2nd to the 5th

meeting, the treatment sessions were conducted. Before introducing the treatment, the researcher provided an explanation of the media that students would be using during the learning activities. Word Wall media, which is a vocabulary wall containing vocabulary for a particular theme that has been made well and interesting by the researcher, is affixed to the wall. Then the definition of the vocabulary is given, and this vocabulary should be useful and helpful to the students. Teaching should be repeated consistently and this vocabulary should be used in writing, reading, listening, and speaking lessons. Finally, students receive a post-test at the 6th meeting.

Table 2. Learning Steps for Experimental and Control class

Meeting	Learning Activities	Material
1	Pre-test (multiple choice question)	Family members and possessive adjective
2	In the experimental class, the teacher introduced vocabulary related to family members using Word Wall, while in the control class, the teacher utilized books for the same purpose. The vocabulary was repeated by the students. Next, the teacher gave questions or quizzes related to the material to help students understand it better.	Recognize family member vocabulary
3	The teacher explains the concept of possessive adjectives. Using Word Wall as a medium to convey material in the experimental class and using whiteboard and books in the control class. The teacher gives some questions or quizzes about the material to deepen students' understanding of the material.	Possessive adjective
4	Students together with the teacher make simple sentences about their family members and fill in the blank text using possessive adjectives. (e.g. This is my mother. Her hobby is reading). The experimental class used Word Wall as a medium of learning while the control class used books.	Practice
5	Teachers do questions and answers with students and games on the topic of family members and possessive adjectives.	Review material
6	Post-test (Multiple choice question)	Family members and possessive adjective

From Table 2, it can be seen that at meetings 1 and 6 researchers gave research instruments in the form of pre-tests and post-tests to students. In meetings 2 to 5, researchers focus on the introduction, practice, and application of vocabulary related to family members and possessive adjectives using Word Wall media.

In this study, data was collected through both a pre-test and post-test, which were designed to be of equal difficulty. The vocabulary test used was a multiple-choice test, as recommended by the English teacher. The pre-test and post-test questions totaled twenty. It consists of multiple-choice questions designed with an easy difficulty level and can be categorized as lower-order thinking skills. The material used is family members and possessive adjectives to measure students' vocabulary mastery of family members and possessive adjectives.

The data was gathered during the 2nd semester of the 2024-2025 academic year. To gather data, researchers employed the following techniques for data collection:

1) Pre-Test

A pre-test was conducted before the application of the Word Wall strategy and before the treatment process. Researchers asked students to take the test individually at a predetermined time. This was done so that the researcher knew the students' ability to increase vocabulary.

2) Treatment

Following the pre-test, participants in the experimental group received treatment utilizing Word Wall media. Subsequently, they were assessed with a post-test that featured questions of the same difficulty level as those in the pre-test.

3) Post-Test

After the treatment, the experimental class engaged with Word Wall media, while the control class utilized a learning book. Both groups then took the post-test to evaluate their progress. Students have been requested to complete the exam independently within a certain period of time by way of the researcher. Research data comes from student learning outcomes. The

questions given after the test had the same stage of difficulty as the questions given before the test.

Regarding the test scoring, this research used scores ranging from 0-100 by calculating the correct answers and using the following formula:

$S = R/N \times 100\%$

Where:

S = Score of the test

R = number of the correct answer

N = number of the question

Before conducting any statistical analysis, it is essential to first evaluate the pre-test and post-test vocabulary data of students from both the experimental and control classes. This test is important to ensure that the data meet the statistical assumptions underlying the analysis techniques to be used. Homogeneity and normality tests were used in this examination. The normality test assesses whether a dataset follows a normal distribution. In this case, the researcher employed the Shapiro-Wilk test to evaluate this aspect of data because the sample was not more than 50. Once the data was normally distributed, homogeneity testing was conducted. In this study, SPSS was used to determine the normality, homogeneity, and mean value of each group. Then, to find out if there has been a statistically significant difference, the values were compared with each other. The tool of SPSS used in this research is an independent sample t-test with a focus on comparing the average score between the two classes after being given different treatments.

Null Hypothesis (H0) : There is no significant difference in vocabulary achievement between the experimental and the control group.

Alternative Hypothesis (H1) : There is a significant difference in vocabulary achievement between the experimental and the control group.

Hypothesis decision-making with independent sample t-test:

- If P = sig > 0.05, then the null hypothesis is accepted and the alternative hypothesis is rejected
- If P = sig < 0.05, then the null hypothesis is rejected and the alternative hypothesis is accepted

RESULTS AND DISCUSSION

Although the English vocabulary learning conducted by the teacher has been going well, the next challenge is how to increase students' active participation in learning activities because, in the learning process, students did not show activeness in learning. The media used by the teacher also still uses books as learning resources. In the learning process, using media as a facilitation instrument has not been optimized by the teacher, which has implications for the shortage of enthusiasm of students to participate in learning activities. The following are the results of a study where both of groups of students were compared. An experimental group that used the Word Wall media as a learning tool, and a control group that used the more traditional Book Learning method, to see its effect on English vocabulary acquisition.

The T-test is employed to compare the averages of two groups that have received different treatments. To assess if there is a notable difference between these groups, researchers employ an independent sample T-test. In the realm of hypothesis testing, the significance value, or p-value, serves as a measure of the probability. If the p-value (sig.) is 0.05 or lower, the researcher's hypothesis is accepted, indicating statistical significance. Conversely, if the p-value exceeds 0.05, the research hypothesis is rejected.

Table 3. Independent Sample T-Test (Pre-test)

Class	N	M	Min	Max	SD	T	Df	Sig.(2-tailed)
Experiment	21	55.476	5	100	29.2790	0.717	40	0.477
Control	21	48.810	5	100	30.9396	0.717	39.879	0.477

In Table 3, it can be seen that the result of the Mean score of the Independent Sample T-test (Pre-test) was 55.476 in the Experimental class and 48.810 in the Control Class. In the

Experimental group, the standard derivation was 29.2790 and the T score was 0.717. In the control group, the standard derivation was 30.9396 and the T score was 0.717. The last, both significance values were 0.477 which is more than 0.05.

Table 4. Independent Sample T-Test (Post-test)

Class	N	M	Min	Max	SD	T	Df	Sig.(2-tailed)
Experiment	21	75.00	30	100	21.3892	2.662	40	0.011
Control	21	55.476	10	100	25.9280	2.662	38.605	0.011

In Table 4, the mean score from the Independent Sampe T-test (Post-test) for the experimental class was 75, whereas the control class recorded a mean score of 55.476. In the Experimental group, the standard derivation was 21.3892 and the T score was 2.662. Whereas, the standard derivation in the control group was 25.9280 and the T score was 2.662. Table 4 showed that the significance value was 0.011. As a result, if the significance values were less than 0.05, it meant the hypothesis was accepted.

These findings suggest that incorporating Word Wall as a learning tool in the experimental class has significantly enhanced students' vocabulary acquisition compared to the book learning media used in the control class. This is evident from the difference in average scores on the post-test between the two classes. The experimental class that used Word Wall media managed to achieve an average score of 75.00, while the control class that used Book Learning media only obtained an average score of 55.476. This considerable difference is statistically significant with a significance value of less than 0.05, which indicates that this difference is not just a coincidence, but indeed caused by the different learning media used. Therefore, it could be concluded that Word Wall is a totally effective medium for vocabulary learning. The use of this Word Wall media can make students more creative and absorb rapid capture due to the ease of learning vocabulary with the help of word wall media(Hartatiningsih, 2022). This is evidenced by the results of the average post-test score in the experimental class higher than the results in the control class. In other words, students who were given Word Wall showed higher achievement than students who were given Book Learning. Accordingly, it can be concluded that Word Wall is an effective medium for teaching vocabulary.

The effectiveness of learning media used in the teaching and learning process has a significant impact on the results achieved by students, especially in the context of mastering vocabulary related to family members and possessive adjectives. Selecting the appropriate media for delivering teaching materials can significantly enhance student engagement, making learning an enjoyable experience. When students are excited about the content, they find it much easier to grasp and understand what is being presented (Putri, 2022). Fatimah, (2020) emphasizes that incorporating Word Walls as a teaching strategy can invigorate the classroom environment, fostering enthusiasm among students. Support by Arifin and Sulistyaningsih, (2024) who assert that utilizing Word Wall can effectively aid learners in expanding their vocabulary, particularly in recognizing different word classes and comprehending new vocabulary concepts. In addition, Word Wall media is not just a passive display of vocabulary. It presents vocabulary in a visual form and is strategically placed at the front of the class. This attracts students' attention and triggers their curiosity about new vocabulary. Teachers can use Word Wall as an interactive tool in various learning activities. So that it could create a fun learning atmosphere. Differences in students' learning perspectives also affect students' activeness in learning. At the age of students, it is inseparable from the fact that they really need happiness in addition to their seriousness to study at school (Kahar & Baa, 2021). Word Wall not only serves as a visual aid in learning but also significantly contributes to the empowerment of students to pursue independent learning, so that they can develop their vocabulary mastery more effectively. With the vocabulary displayed on the Word Wall, students can learn independently outside of class time. They can see, read, and try to remember new vocabulary whenever they want. Students feel good about using Wordwall for vocabulary learning, and that even difficult words are fun and easy to remember (Nova et al., 2024). Fatimah (2020) stated that the presence of Word Walls enables students to use words as a reference when reading and writing, promoting greater independence in their learning process. Word Wall can also make the atmosphere of learning more focused. The word wall attracts students' attention because it is displayed in large and striking letters and is at the front of the

class(Nurhayati & Togatorop, 2024). Support by (Vareza et al., 2024) incorporating Word Wall into the classroom fosters a more practical and engaging learning experience.

The researcher argues that Book Learning is less effective because of the lack of interplay between students and teachers or fellow students, causing less active learning. As a learning media, Book Learning has limitations in attracting interest and involving students actively in vocabulary learning. Textbooks often lack interactivity, which can lead to student boredom and diminished motivation. Hamidah et al., (2023) stated that conventional learning methods, which rely heavily on books and blackboards, tend to feel tedious and uninspiring compared to dynamic approaches like using Word Wall. Utilizing Word Wall as a teaching tool not only simplifies the process of learning new vocabulary for students but also fosters collaboration and cooperation among them. This activity is specially designed to engage students actively in their learning, facilitating the retention of new words (Nuramida et al., 2024). Support by (Zakiyah et al., 2022) stated that this activity can also give a boost to the connection between students and each other.

In addition, the words affixed to the word wall where it is automatically seen every day, aiding them in recalling vocabulary and being retained in students' long-term memory. Kahar and Baa,(2021) stated that the Word Wall serves as a visual tool that aids students in remembering the connection between words, maintaining word knowledge, and eventually reading them automatically. Some students stated that seeing words they frequently encounter on the Word Wall also enhances their ability to remember and use the words in conversation and writing(Ariagam, 2024). A word wall serves as a literacy tool, featuring a display of words in big lettering on the walls of the classroom, bulletin boards, or other surfaces(Tamba et al., 2022). Wordwall acts as an interactive medium that enhances learning in listening, speaking, reading, and writing (Rohmatin, 2023). Support by (Nanda et al., 2024) playing word walls can make students more enthusiastic in learning to speak, it can also help students not to feel afraid when learning.

From the findigs, using Word Wall as a medium has various significant positive impact on students' vocabulary mastery. It can be implied the positive impact obtained by students are that using this media indirectly encouages students to think creatively, and not feel bored, boosts the ability of students to remember vocabulary more easily, and encourages students to find new ways of using words in conversation and writing. In learning, Word Wall can also form independence with various words that have been attached to the word wall so that students can also learn independently. In addition, learning and teaching practices that utilize Word Wall can form the character of cooperation or collaboration between students which in turn can strengthen the relationship between students with each other. For teachers, the implications obtained in this study are in the form of encouragement to apply Word Wall into their teaching strategies, enabling students to engage more actively in the course of learning. In learning, teachers need to facilitate an interactive and collaborative learning environment through the use of Word Wall media, so that students can be more motivated to learn new vocabulary. In terms of novelty, this study introduces an innovative learning approach by using Word Wall as a unique medium for vocabulary acquisition that is different from book learning methods. The finding indicates that utilizing Word Wall not only enhances vocabulary acquisition but also provides an interesting learning experience for students which is a new contribution to the education literature. This study provides inspiration and motivation for teachers to integrate Word Wall as a learning tool in their classrooms, this suggest that modifications in teaching methods can greatly influence students' learning outcomes. In this context, additional research is essential to examine the effectiveness of Word Wall across a wider range of vocabulary topics and to include various age groups. This will help to enrich insights into the effectiveness of learning media within an educational framework.

CONCLUSION

In the realm of language learning, utilizing Word Wall as a learning tool has demonstrated a positive effect on students' vocabulary achievement. This suggests that Word Wall is an effective tool for helping students expand their vocabulary. Participants in the research have shown that they can significantly enhance their vocabulary mastery through the use of Word Wall.

Word wall could overcome many limitations of book learning. As the activity of displaying words on the wall encourages students to interact together and makes students enthusiastic and in the classroom. Word wall can foster a collaborative nature and cooperation among students regularly. The results of this research suggest that students who were educated using Word Wall as a medium exhibit superior vocabulary mastery compared to those who learned through book methods. The implementation of Word Wall has proven to have a positive influence on students' vocabulary acquisition. The vocabulary that students have understood, as well as the explanation of each vocabulary on the Word Wall, it makes students understand and remember vocabulary more easily. Thus, students can enrich their word mastery. However, further research with a wider scope is still needed to comprehensively understand how different learning contexts can affect the effectiveness of using Word Wall media.

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