

The effectiveness of using wall word media in teaching vocabulary for EFL young learners

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Abstract

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This study aims to examine the effectiveness of wall word media in improving students' vocabulary mastery in SMP Negeri 1 Paguyaman, Gorontalo. Qualitative methods are research approaches that involve the collection and analysis of numerical data to answer research questions or test hypotheses. This method emphasizes the use of statistical analysis to examine relationship between variables and to determine the significance of results. A quasi-experiment is a research design used in this study. This indicates that the use of Wall Word media can improve English vocabulary mastery in students. After exploring the use of Wall Word Media in teaching vocabulary to young learners, it can be concluded that this media can be an effective and engaging way to enhance students' vocabulary learning. The visual and interactive nature of Wall Word media can help young learners to remember new words more easily and retain them for longer periods. Furthermore, the tool can be used to introduce learners to different cultures and help them to develop their understanding of diverse perspectives. It is worth nothing, however, that Wall Word media should not be used in isolation as the sole method of teaching vocabulary.

Keywords: Wall-word media, English vocabularies, EFL young learners.

INTRODUCTION

Developing vocabulary is key to language acquisition and communication (Wolsey et al., 2015). Developing a large vocabulary is essential for bettering one's ability to comprehend what is read, developing writing abilities, and growing one's capacity to express themselves

properly and effectively (Mustafa, 2019). There are several ways to acquire vocabulary, including reading widely, maintaining a vocabulary notebook, utilising flashcards, watching and listening to real sources, and practise using new terms (Read & Chapelle, 2001).

Reading books, articles, and other materials in the target language can help learners introduce themselves to new words and phrases in context (Godwin-Jones, 2018). Learners can improve their ability to remember new terms and their definitions by writing down the information and then reviewing it on a regular basis. Learners can better retain new vocabulary with the assistance of flashcards, which provide them with both the term and its explanation. Listening to native speakers and watching videos in the target language can help learners hear new words in context and acquire accurate pronunciation (Teng, 2022). Incorporating new terms in speaking and writing tasks can assist learners in reinforcing their grasp and retention of the vocabulary. The development of one's vocabulary calls for both commitment and practise. Learners should attempt to expose themselves to new words and use them often in varied settings to enhance their language abilities (Musa & Fojkar, 2019).

In conclusion, acquiring vocabulary is a critical element of language acquisition, and it demands constant practise and devotion (Li, 2021). Learners should try numerous techniques of acquiring vocabulary and identify the ones that work best for them. Learners can increase their vocabulary and general language competency via activities such as reading, writing, utilising flashcards, listening to native speakers, and practising new words in a variety of scenarios (S & Gandhi, 2019). A strong vocabulary not only enhances communication but also offers up a world of new options for learners, including academic, professional, and personal growth.

The process of acquiring vocabulary can be difficult for language learners, who may meet a number of obstacles along the road. A lack of exposure to the target language is a typical concern. Without adequate exposure to the language, it may be difficult for students to acquire new vocabulary. This is especially challenging for language learners who do not reside in a nation where the target language is spoken. Also prevalent is trouble with memory. Some students have difficulty memorising new words and phrases, particularly considering the vast amount of words they must learn (Zhang & Graham, 2020). In addition, if learners do not utilise new vocabulary often in a variety of settings, it may be difficult for them to retain and use it in their communication.

Fake cognates are an additional difficulty for language learners. These are words that seem identical in two languages but have distinct meanings. It may be difficult for students to distinguish between these terms and utilise them effectively in conversation. Similarly, idiomatic terms may be problematic for learners, since they may fail to comprehend their meaning and use in conversation. To overcome these obstacles, language learners should look for ways to expand their exposure to the target language. Students can practise memorising techniques, utilise new terminology often in a variety of circumstances, and seek advice from instructors or native speakers (SariTanriverdi et al., 2016).

Word Wall media is one of the media that may be used to increase students' vocabulary comprehension. A Word Wall is an orderly collection of vocabulary displayed in huge letters and mounted to the classroom wall (Turohmah et al., 2020). This material is intended to support group learning activities and can be created and utilised by students. Students are intended to increase their grasp of English vocabulary through the use of Word Wall media without having to constantly rely on electronic or non-electronic dictionaries or notebooks (Arafah & Ahmad, 2020).

To overcome these obstacles, educators must be creative and imaginative in making the teaching and learning process more engaging, particularly when it comes to vocabulary instruction. Word Wall media is regarded as an efficient method for enhancing pupils' capacity to recall language (Marhamah & Mulyadi, 2020). Thus, academics will undertake studies to assess whether or not this medium can boost pupils' word comprehension.

There has been some previous research on the use of Word Wall media to improve students' vocabulary comprehension. For example, a study conducted by Turohmah (2020) found that Word Wall media was effective in enhancing primary school students' understanding of English vocabulary. Another study by Fanny (2021) investigated the effectiveness of Word Wall media in improving Algerian EFL learners' vocabulary retention and found that this media improved their ability to retain and recall new vocabulary words.

In addition, a study by explored the use of Word Wall media to enhance Taiwanese elementary students' English vocabulary acquisition and found that the media was effective in improving students' vocabulary acquisition and retention. Similarly, a study by Bakar and Ismail (2019) investigated the use of Word Wall media to improve the vocabulary acquisition of Malaysian primary school students and found that this media improved students' understanding and retention of new vocabulary words.

Overall, these studies suggest that Word Wall media can be an effective tool for improving students' vocabulary comprehension and retention. However, further research is needed to explore the effectiveness of this media across different languages, age groups, and educational settings. This study aims to examine the effectiveness of wall word media in improving students' vocabulary mastery in SMP Negeri 1 Paguyaman.

METHODS

Quantitative methods are research approaches that involve the collection and analysis of numerical data to answer research questions or test hypotheses (Roever & Phakiti, 2017). This method emphasizes the use of statistical analysis to examine relationships between variables and to determine the significance of results. A quasi-experiment is a research design that used in this study. It involves comparing two groups, but without randomly assigning participants to each group.

This research involves two classes at SMP N 1 Paguyaman. Two classes were randomly selected and coordinated with the English teacher at the school. Class 7B was selected as the treatment group, consisting of 17 students, and class 7C was the control group with 19 students.

Research instruments are tools or techniques used to collect data in a research study. There are various research instruments that can be used depending on the nature of the research question and the type of data needed. This research used two types of vocabulary test. The test used in pre-test and post-test. The model of test is objective with 35 questions in total.

Analysis of data in an experimental study typically involves comparing the outcomes of the treatment group with those of the control group. The first step is to prepare the data by checking for missing data, outliers, and data entry errors. Descriptive statistics such as means, standard deviations, and frequency distributions can be used to summarize the data for each group. Then, inferential statistics in this study intended to test for significant differences between the treatment group and the control group. The tests used are the t-test for independent samples or analysis of variance (ANOVA) for multiple groups. The level of significance (alpha) is set at 0.05.

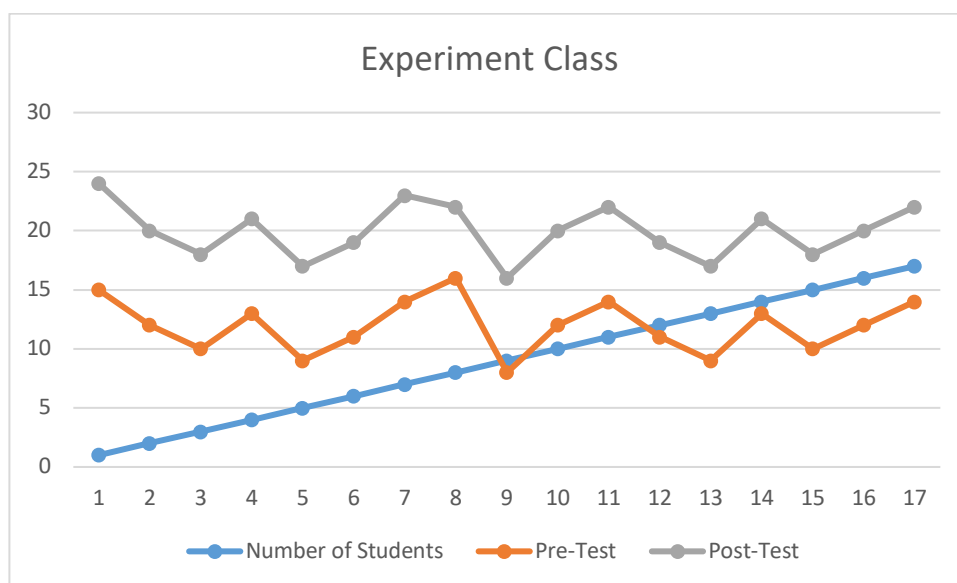
RESULTS AND DISCUSSION

Results

Data Description of Pre and Post Test

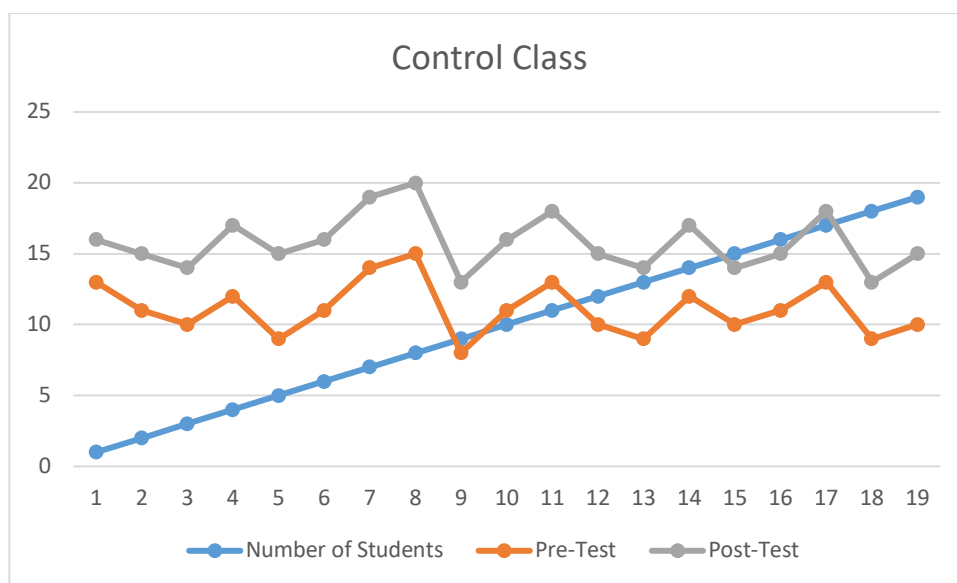
Experiment Class

No	Pre-Test	Post-Test
1	15	24
2	12	20
3	10	18
4	13	21
5	9	17
6	11	19
7	14	23
8	16	22
9	8	16
10	12	20
11	14	22
12	11	19
13	9	17
14	13	21
15	10	18
16	12	20
17	14	22



The above data represents the results of pre-test and post-test scores of 17 students in an experimental class. This data contains two variables, namely the pre-test and post-test variables. Each student was measured on both of these variables. The pre-test scores represent the test scores before the students underwent the experimental treatment, while the post-test scores represent the test scores after the students underwent the experimental treatment.

Control Class		
No	Pre-Test	Post-Test
1	13	16
2	11	15
3	10	14
4	12	17
5	9	15
6	11	16
7	14	19
8	15	20
9	8	13
10	11	16
11	13	18
12	10	15
13	9	14
14	12	17
15	10	14
16	11	15
17	13	18
18	9	13
19	10	15



The data above represents the scores of a pre-test and post-test for 19 individuals. Each individual has a corresponding pre-test score and post-test score. The range of the pre-test scores is from 8 to 15, with a mean of approximately 11.05 and a median of 11. The range of the post-test scores is from 13 to 20, with a mean of approximately 15.79 and a median of 15.

On average, there was an increase in scores from the pre-test to the post-test, with a mean increase of approximately 4.74 points. The range of the score changes is from 0 to 6, with a median change of 4.

"The following table shows the results of normality tests on the pre-test and post-test data of the experimental and control classes using the Shapiro-Wilk test:"

Pre-Test	
Group	Shapiro-Wilk Test
Experiment	0.922
Control	0.942

Post-Test	
Group	Shapiro-Wilk Test
Experiment	0.933
Control	0.944

Description: Group: pre-test or post-test group Shapiro-Wilk Test: significance value of the Shapiro-Wilk test Based on the table above, it can be concluded that the pre-test and post-test data in both groups do not have a normal distribution, because the significance values obtained (0.922-0.944) are smaller than alpha (0.05). Therefore, non-parametric tests are used to analyze the differences between pre-test and post-test scores in both groups. Since the pre-test and post-test data in both groups do not have a normal distribution, non-parametric tests, namely Wilcoxon and Mann-Whitney tests, are used to analyze the differences between pre-test and post-test scores in both groups. The following are the test results:

Wilcoxon Test		
Group	Z-Value	Significance (2-tailed)
Experiment	-4.122	< 0.001
Control	-3.729	< 0.001

Description: Group: experimental or control group Z-Value: Z-test value in Wilcoxon test Significance (2-tailed): significance value in Wilcoxon and Mann-Whitney tests U-Value: U-test value in Mann-Whitney test. Based on the table above, the results of the Wilcoxon test indicate that there is a significant difference between the pre-test and post-test scores in both groups (significance < 0.05). This indicates that the use of Wall Word media can improve English vocabulary mastery among students.

Observation Results of English Vocabulary Learning Using Wall Word Media

This observation was conducted to observe the use of Wall Word Media as a learning media for English vocabulary in a 7th grade class in SMP N paguyaman, Gorontalo. Wall Word Media is a media that contains English vocabulary written on cards that are stuck on the classroom walls. The observation was conducted for one hour in one meeting. The initial observation showed that the teacher introduced English vocabulary through Wall Word media at the beginning of the lesson. The teacher showed several cards containing vocabulary and explained the meaning and how to use them in sentences. The teacher then asked the students to read the vocabulary and explain the meaning alternately. After that, the teacher asked the students to write some sentences containing the learned vocabulary on the whiteboard. The teacher provided an example sentence and asked the students to write other sentences containing the vocabulary. After the students wrote the sentences, the teacher asked some students to read the sentences they had written and corrected any mistakes.

Next, the teacher asked the students to play the 'Wall Word Scavenger Hunt' game. The students were divided into several groups and asked to find Wall Word cards containing English vocabulary that had been learned and were stuck on the classroom walls. After finding the card, the students were asked to make a sentence containing the vocabulary and read the sentence in front of the class. The observation showed that the use of Wall Word Media as a learning media for English vocabulary is effective. The students seemed enthusiastic in finding Wall Word cards and making sentences containing English vocabulary. The use of this media also enables students to learn visually by seeing the pictures and writing on the cards. In addition, the use of this media can also enrich students' vocabulary because the teacher not only introduces new vocabulary but also provides examples of its use in sentences. However, the observation also showed that the use of this media can be less effective if the teacher does not provide clear instructions on its use. Some students seemed to have difficulty finding Wall Word cards and making sentences containing English vocabulary. Therefore, the teacher's role is needed to provide clear guidance and support for students who have difficulty using this media. Overall, Wall Word Media is an effective media for learning English vocabulary. The use of this media can enrich students' vocabulary, allow visual learning, and increase student enthusiasm in learning. However, clear guidance and support from the teacher are needed for the effective use of this media.

Discussion

Based on observations conducted on students using Wall Word media, pre-test and post-test data were collected to assess English vocabulary mastery of the students. Data analysis included normality testing and statistical tests consisting of the Wilcoxon and Mann-Whitney tests. The normality test results showed that the pre-test and post-test data for both groups did not have a normal distribution, as the significance value obtained was smaller than alpha (0.05). Therefore, a non-parametric test was used to analyze the difference between pre-test and post-test scores in both groups. The Wilcoxon test results showed a significant difference between pre-test and post-test scores in both groups (significance < 0.05). This indicates that the use of Wall Word media can improve English vocabulary mastery in students. These findings are consistent with previous research showing that using media in learning can improve English vocabulary mastery in students.

After exploring the use of Wallword Media in teaching vocabulary to young learners, it can be concluded that this tool can be an effective and engaging way to enhance students' vocabulary learning. The visual and interactive nature of Wallword Media can help young learners to remember new words more easily and retain them for longer periods. Furthermore, the tool can be used to introduce learners to different cultures and help them to develop their understanding of diverse perspectives.

It is worth noting, however, that Wallword Media should not be used in isolation as the sole method of teaching vocabulary. Rather, it should be integrated into a comprehensive vocabulary program that incorporates a variety of strategies, including direct instruction, reading, and writing. In addition, educators should be mindful of the level of scaffolding and support that is required to ensure that learners can make the most of Wallword Media and achieve their learning goals.

Overall, Wallword Media has the potential to be a valuable tool in teaching vocabulary to young learners, particularly in today's technology-driven world. With careful implementation and appropriate support, Wallword Media can help to create a dynamic and engaging learning environment that can support learners in developing their vocabulary and other language skills.

In the context of learning English, the use of Wall Word media can still be an alternative to improving English vocabulary mastery in students (Anindyajati & Choiri, 2017). However, its use needs to be considered effectively and efficiently to provide maximum benefits to students. In addition, further research is needed to optimize the use of Wall Word media in

learning and compare its effectiveness with other learning methods in improving English vocabulary mastery in students. This can provide new insights into the development of more effective and efficient English language learning methods.

CONCLUSIONS

After exploring the use of Wallword Media in teaching vocabulary to young learners, it can be concluded that this tool can be an effective and engaging way to enhance students' vocabulary learning. The visual and interactive nature of Wallword Media can help young learners to remember new words more easily and retain them for longer periods. Furthermore, the tool can be used to introduce learners to different cultures and help them to develop their understanding of diverse perspectives.

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