

Wordwall on Mastery of Vocabulary in English Learning

Syamsidar¹, Ronald Maraden Parlindungan Silalahi², Ana Rusmardiana³, Fida Febriningsih⁴,
Mujahid Taha⁵, Erniwati⁶

¹ Universitas Muslim Indonesia, Makassar, Indonesia; muradsyamsidar@gmail.com

² Universitas Bunda Mulia, Jakarta Utara, Indonesia; bomberrose@gmail.com

³ UNINDRA PGRI, Jakarta Selatan, Indonesia; ana.irawan93@gmail.com

⁴ Pusat Riset Preservasi Bahasa dan Sastra, BRIN, Indonesia; fida.febriningsih@gmail.com

⁵ Pusat Riset Preservasi Bahasa dan Sastra, BRIN, Indonesia; muja004@brin.go.id

⁶ UIN Raden Fatah Palembang, Indonesia; erniwati_uin@radenfatah.ac.id

ARTICLE INFO

Keywords:

Wordwall;
Vocabulary;
Writing skills

Article history:

Received 2023-01-25

Revised 2023-04-17

Accepted 2023-05-30

ABSTRACT

This study aims to analyze the effectiveness of wordwalls on vocabulary mastery in learning English. The research method used is quantitative with a one-shot case study, namely grade 8 junior high school. Data was collected through a questionnaire with a Likert Scale. Data analysis techniques use techniques to determine effectiveness and percentages. This study concluded that on the pronunciation indicator, as many as ten students stated that they strongly agreed, and only 1 student stated that they did not agree with a percentage of 74.3%. Furthermore, in the spelling indicator, as many as seven students stated that they strongly agreed, and 2 students stated that they did not agree with a percentage of 72.1%. Furthermore, the indicator of meaning, as many as 8 students stated that they strongly agreed, and 2 students stated that they did not agree with a percentage of 74.3%. Thus, an effective wordwall improves vocabulary mastery by 73.5% or is effective in learning English.

This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Syamsidar

Universitas Muslim Indonesia; muradsyamsidar@gmail.com

1. INTRODUCTION

Mastery of English is characterized by four basic skills, namely reading, listening, writing and speaking (Harmer, 2002). These four skills are related to each other as stated by Brown (2000) that a course that deals with reading skills, then, will also deal with related listening, speaking and writing. In addition, what is important to master is vocabulary in learning English (Azizah, 2018; Raveloaririnirina & Tou, 2017; Sulistiana et al., 2019). Someone will have difficulty mastering these four skills without the support of vocabulary mastery.

Vocabulary mastery is very important in English. By mastering vocabulary, one can easily convey ideas and ideas and vice versa if the vocabulary is small, it will be difficult. Therefore, teachers need to provide students with an understanding that vocabulary is an important part of language mastery (Ulfah, 2019). Tarigan (2011) states that the quality of a person's language depends on the quality of his

vocabulary. The richer the vocabulary, the greater the possibility of being skilled in language. Tarigan's statement explains that the role of vocabulary in the language is very important, both as a channel of ideas in writing and orally. The same thing was expressed by the ESA Team from Black Hill State University (2006), which states that: vocabulary or word meaning is one of the keys to comprehension, or vocabulary is one of the keys to understanding. Thus, vocabulary mastery is very important in learning English.

The problems that are often encountered in learning English related to vocabulary are errors in spelling, pronunciation, and choosing the right words in writing and speaking (Hartatiningsih, 2022). In addition, the selection of inappropriate strategies, methods, models and learning media also becomes a problem in learning English (Darmayanti, 2022). So the ability of students to learn English is categorized as lacking. Some of these problems are indeed encountered in learning.

Selection of the right media is one of the supporting successes in learning. So the media has a very vital role in helping convey learning. Media, according to Djamarah (2006) interpreted as anything that can be used as a distributor of messages to achieve teaching goals. The sense that this media is used must be in accordance with the formulated learning objectives. The same thing was expressed by Sanjaya (2009). Media is not only an intermediary tool such as objects, but also humans as a source of learning or activities such as discussions, seminars, field trips, simulations and others that can be conditioned to add insight, knowledge and skills to students.

One of the media that can help students master vocabulary is Wordwall media. Wordwall media is one type of learning media that can improve students' ability to master the material (Sartika, 2017). Wordwall is a collection of vocabulary that is systematically organized which is displayed in large letters, and posted on the wall of a classroom. Wordwall is a learning media that must be used not only displayed or seen. This media can be designed to enhance group study activities and can also involve students in making and using activities (Anindyajati & Choiri, 2017). Wordwall media is expected to help students understand student vocabulary without relying on dictionaries or the meaning of words given by teachers and staff (Idrus et al., 2021).

Several relevant studies related to research themes in an effort to improve students' vocabulary mastery and writing skills in junior high schools include using the Intensive English Program (IEP) (Sulistiana et al., 2019), picture card (Novianti, 2020), Duolingo (Nursyamsiah, 2021), Ludo Words Game (Suhardiana, 2017), comic strips (Zalmansyah, 2017), Snakes and ladders (Priyastuti et al., 2020), Wordwall (Pertwi et al., 2022; Wilsana, 2015), flashcard (Alvita & Airlanda, 2021), and chain world flag (Henny & Fatmasari, 2020), and many others. In contrast to previous research, this research focuses on the effectiveness of wordwalls on vocabulary mastery in terms of form, meaning, and use as, according to Thornbury and Nation. This research is important to do to improve the weaknesses of students' vocabulary mastery in learning English.

2. METHODS

This research is quantitative. The population and sample used the one-shot case study technique, namely grade 8.2 of junior high school in the 2022/2023 academic year, which consisted of 34 people. Collecting data using a questionnaire with a Likert Scale type 4 scale, namely (1) do not agree; (2) do not agree; (3) agree; and (4) strongly agree. For vocabulary mastery with three indicators, namely 1) pronunciation, 2) spelling, and 3) meaning (Nation, 2001; Thornbury, 2002). Questionnaires are distributed via Google Forms.

Data analysis techniques use techniques to determine effectiveness and percentages. Percentages are obtained through data checking procedures, data classification, data tabulation, calculating the frequency of answers, calculating the percentage of each data obtained and interpreting the data. While the determination of effectiveness is obtained from the percentage of answers based on the following formula:

$$\frac{\text{Total score obtained}}{\text{Maximum score}}$$

$$\text{Program Effectiveness} = \frac{\text{The average number of effectiveness of all indicators}}{\text{Number of indicator variables}}$$

Table 1. Effectiveness Score Interval

Ratio	Category
< 40%	Very ineffective
40% – 59,99%	Ineffective
60% - 79,99	Effective enough
80% >	Very effective

3. FINDINGS AND DISCUSSION

3.1. Wordwall on Vocabulary Mastery

Thornbury (2002) says that at its most basic level, knowing a word involves knowing its form and meaning. Indicators of achievement or assessment of vocabulary mastery are 1) pronunciation, 2) spelling, and 3) meaning. Meanwhile, according to Nation (2001), English vocabulary is complex, with three main aspects related to form, meaning, and use. Tense involves pronunciation (spoken form), spelling (written form), and any parts of words that make up this particular item (such as prefixes, roots, and suffixes). Meaning includes what concepts and items they refer to and the associations that come to mind when people think of certain words or expressions. Usage involves the grammatical function of the word or phrase, the collocations that usually accompany it, and finally, the limits on its use in terms of frequency, level, and so on.

Based on these two theories, there are three aspects of vocabulary, namely word formation, word meaning and word use. However, the vocabulary aspect is limited to the material in the syllabus. These aspects are the formation of words and the meaning of words. After conducting research based on these indicators, the data is obtained in Table 2.

Table 2. Effectiveness of Wordwall on Vocabulary Mastery

No.	Indicator	Number of Respondents				Percentage
		4	3	3	1	
1	Pronunciation	10	14	9	1	74,3
2	Spelling (written form)	7	18	7	2	72,1
3	Meaning	8	19	5	2	74,3
Average						73,5

Before using Wordwall media in learning English, students' vocabulary mastery was categorized as low/deficient. Students have not been able to mention the vocabulary requested by the teacher in accordance with the meaning. Students have not been able to master English vocabulary in terms of writing words according to the correct spelling, this is based when the teacher gives questions, students write answers that still lack letters and are not precise, students are not yet able to read English vocabulary because writing by reading is different from reading in Indonesian so students have difficulty pronouncing words correctly, the process of learning English is still monotonous and less interesting. From this, it can be seen that the problem lies in the low vocabulary mastery of students.

The problems encountered need to be given a solution, therefore, the teacher uses wordwall media. After distributing the questionnaire, the data was obtained as shown in table 2. In the pronunciation indicator, 10 students stated that they strongly agreed and only 1 student stated that they did not agree with a percentage of 74.3%. This data shows that when using wordwall, students can pronounce vocabulary. In practice, when the teacher shows a picture, students can recite the vocabulary from the

picture. Furthermore, the spelling indicator, as many as 7 students stated that they strongly agreed and 2 students stated that they did not agree with a percentage of 72.1%. This data shows that when using wordwall, students can spell vocabulary. In practice, when the teacher shows a picture, students can spell out the vocabulary from the picture. Furthermore, the indicator of meaning, as many as 8 students stated that they strongly agreed and 2 students stated that they did not agree with a percentage of 74.3%. This data shows that when using wordwall, students can interpret vocabulary. In practice, when the teacher shows a picture, students can interpret the vocabulary from the picture. Thus, the effective wordwall increases the mastery of the word by 73.5%. The findings of this study are in line with the research of Amelia et al. (2022) that there is a significant effect of wordwalls media on students' vocabulary mastery and Firmansyah (2020) that wordwalls are very effective in increasing student vocabulary, especially in memorizing vocabulary.

Learning English, especially vocabulary mastery by teachers so far has been going well, but the implementation still needs to be improved in learning. So far, teachers ask students to memorize vocabulary without using media that can speed up students' memorization. As a result, in learning, students have difficulty mastering vocabulary and learning tends to be monotonous. In addition, the students' writing skills were very weak. Thus, it is hoped that by using wordwall media, students' abilities can increase.

The use of wordwall media can make students more creative and absorb fast comprehension because it is easy to learn vocabulary and write with the help of wordwall media. This is evidenced by the effectiveness of 73.2% for vocabulary mastery. This result is reinforced by the findings of previous studies which have been explained in the research results.

Wordwall media is media shaped like subject wall magazines (mading) that are affixed to the wall in the classroom at a location that can be accessed by all students. Wordwall media in the form of writing the core concepts of learning with additional pictures, diagrams or real objects with sizes that students can read clearly from all distances and student positions in the class. This kind of strategy, when coupled with social interaction between the media, students, and the learning materials in it, will strengthen the power of learning in the classroom. However, using the strategy and social interaction separately from each other may not produce the expected combined effect. As a result, it is necessary to identify a medium that includes all of these components. Based on research, interactive wordwalls appear to provide an opportunity to include all of these components. To discuss it further, the first thing to do is to define the wordwall concept itself. In reality, words placed on a classroom wall are usually considered wordwalls (Maghfiroh, 2018).

Wordwalls can be used to display excellent material for students to use in their studies. As students learn to write, looking at wordwalls that contain summaries of creative verbs or verbs can expand their vocabulary and improve the quality of their writing. Wordwalls are an excellent medium for creating an atmosphere conducive to learning, and the visual reminders attached to wordwalls are an advantage. However, wordwalls provide more than just a visual reminder of the information being learned; they can provide opportunities to interact with students. The most important thing about having wordwalls in the classroom is the ability to make students interact with them. As previously stated, words written in a certain color can be placed on the wall, but giving students the right to decide what color to use can create more beneficial interactions. It would be even more beneficial if the students made a summary of the material to be placed on the wordwall, not the teacher (Harmon et al., 2009).

One of the media that can help students master vocabulary is wordwall media. Wordwall media is one type of learning media that can improve students' ability to master the material (Sartika, 2017). Wordwall is a collection of vocabulary that is systematically organized which is displayed in large letters and posted on the wall of a classroom. Wordwall is a learning media that must be used not only displayed or seen. This media can be designed to enhance group study activities and can also involve students in making and using activities (Anindyajati & Choiri, 2017). Wordwall media is expected to

help students in understanding student vocabulary without having to rely on the use of dictionaries or the meaning of words given by teachers and staff (Idrus et al., 2021).

Another benefit of wordwalls is that they provide a reference for student learning. Wordwalls can be used to display excellent material for students to use in their studies. As students learn to write, looking at wordwalls that contain summaries of creative verbs or verbs can expand their vocabulary and improve the quality of their writing. Wordwalls are an excellent medium for creating an atmosphere conducive to learning, and the visual reminders attached to wordwalls are an advantage. However, according to Cunningham, wordwalls provide more than just a visual reminder of the information being learned; they can provide opportunities to interact with students (Azizah, 2018).

From this discussion, it can be concluded that wordwall media is feasible to apply in the learning process. This is caused by several factors, namely, as follows. First, wordwall media is feasible to apply in the learning process. This is because it can increase student motivation in learning. The developed media is attractive by presenting images that make students motivated in learning. The advantage that students get from using wordwall-based media is that students who were initially lazy, tired and slow to follow the learning process in class, will now look active during learning (Farhaniah et al., 2021).

Second, wordwalls are feasible to apply in the learning process because this makes it easier for students to understand the subject matter. The media developed is in accordance with the content of the subject matter so that it will make it easier for students to understand the learning material. Visual repetition of the wordwall aims to make students exposed to learning the material more often than if the wordwall did not exist. When students look for reference material, wordwall media helps them remember and understand the material being studied (Maghfiroh, 2018).

4. CONCLUSION

This study concluded that on the pronunciation indicator, as many as 10 students stated that they strongly agreed and only 1 student stated that they did not agree with a percentage of 74.3%. Furthermore, the spelling indicator, as many as 7 students stated that they strongly agreed, and 2 students stated that they did not agree with a percentage of 72.1%. Furthermore, the indicator of meaning, as many as 8 students stated that they strongly agreed and 2 students stated that they did not agree with a percentage of 74.3%. Thus, an effective wordwall improves vocabulary mastery by 73.5% or is effective in learning English. The weakness in this study is that it did not conduct research in several classes so that its effectiveness was not specifically represented. Therefore, this research suggests to do research with several classes of objects directly.

REFERENCES

- Alvita, A., & Airlanda, G. S. (2021). Pengembangan flashcard untuk meningkatkan keterampilan menulis permulaan pada siswa kelas I mata pelajaran bahasa inggris di sekolah dasar. *Jurnal Basicedu*, 5(6), 5712–5721.
- Amelia, Y., Martina, F., & Afriani, Z. L. (2022). The effect of word walls media on students' vocabulary mastery. *JPT: Jurnal Pendidikan Tematik*, 3(2), 129–137.
- Anindyajati, Y. R., & Choiri, A. S. (2017). The effectiveness of using word wall media to increase science-based vocabulary of students with hearing impairment. *European Journal of Special Education Research*.
- Azizah, H. N. (2018). Peningkatan Penguasaan Kosakata Bahasa Arab Melalui Penggunaan Media Word Wall. *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab*, 1(1), 1–16.
- Brown, D. (2000). *Teaching by Principle: An Interactive Approach to Language Pedagogy*. Longman.
- Darmayanti, D. (2022). Upaya Peningkatan Motivasi Belajar Bahasa Inggris Melalui Metode Pengajaran Variatif Pada Siswa Madrasah Aliyah Negeri Kota Baubau. *SWARNA: Jurnal Pengabdian Kepada Masyarakat*, 1(3), 256–263.
- ESA, T. (2006). *On Target: Strategies to Build Student Vocabularies ESA Regions 6 & 7 Grades 4 – 12*. Blackhills University Press.
- Farhaniah, S., Jailani, S., & Fatmawati, K. (2021). Penerapan Media Berbasis Wordwall Untuk Meningkatkan Keaktifan Belajar Siswa Pada Pembelajaran Tematik Kelas V Sekolah Dasar Negeri 127 Kota Jambi. UIN Sulthan Thaha

- Saifuddin Jambi.
- Firmansyah, M. (2020). Increasing Students' vocabulary Mastery By Using Word Wall Method Of The Second Grade At SMP Negeri 4 Tolitoli Utara. *Jurnal Madako Education*, 4(1).
- Harmer, J. (2002). *The Practice English Language Teaching* (Oxford). Longman.
- Harmon, J. M., Wood, K. D., Hedrick, W. B., Vintinner, J., & Willeford, T. (2009). Interactive word walls: More than just reading the writing on the walls. *Journal of Adolescent & Adult Literacy*, 52(5), 398–408.
- Hartatiningsih, D. (2022). Meningkatkan Penguasaan Vocabulary Bahasa Inggris Dengan Menggunakan Media Wordwall Siswa Kelas VII Mts. Guppi Kresnomulyo. *ACTION: Jurnal Inovasi Penelitian Tindakan Kelas Dan Sekolah*, 2(3), 303–312.
- Henny, A. S., & Fatmasari, E. (2020). Peningkatan Keterampilan Menulis Bahasa Inggris dengan Menggunakan Metode Pembelajaran Kooperatif Melalui Permainan Chain Word Flag. *Jurnal Studi Guru Dan Pembelajaran*, 3(2), 332–340.
- Idrus, N. W., Yulianti, D., & Suparman, U. (2021). Pemanfaatan media wordwall dalam peningkatan perbendaharaan kosakata (vocabulary) pada pembelajaran bahasa Inggris. *AKSARA: Jurnal Bahasa Dan Sastra*, 22(2), 376–387. <https://doi.org/10.23960/aksara/v22i2.pp376-387>
- Maghfiroh, K. (2018). Penggunaan Media Word Wall untuk Meningkatkan Hasil Belajar Matematika Pada Siswa Kelas IV MI Roudlotul Huda. *Jurnal Profesi Keguruan*, 4(1), 64–70.
- Nation, P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.
- Novianti, Y. (2020). Meningkatkan Penguasaan Kosakata Bahasa Inggris Melalui Penggunaan Media Kartu Gambar Pada Siswa Kelas Vii Smpn 1 Muara Bungo. *Jurnal Muara Pendidikan*, 5(1), 551–556.
- Nursyamsiah, E. (2021). Penggunaan media aplikasi Duolingo dalam meningkatkan penguasaan kosakata bahasa inggris siswa kelas vii SMP Negeri 3 Agrabinta Cianjur. *Jurnal Paedagogy*, 8(1), 67–77.
- Pertiwi, A. P., Yanto, E. S., & Abas, T. T. (2022). Students' Responses to the Implementation of Word Wall in Vocabulary Learning. *JlIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(9), 3555–3559.
- Priyastuti, M. T., Resanti, M., & Yoga, G. S. (2020). Peningkatan Kosakata Bahasa Inggris dengan Media Ular Tangga bagi Siswa SD Antonius 2 Semarang. *Abdimasku: Jurnal Pengabdian Masyarakat*, 3(2), 72–78.
- Raveloarininirina, H., & Tou, A. B. (2017). An assessment of students portfolio of writing in the English language subject. *LingTera*, 4(1), 59–70.
- Sanjaya, W. (2009). *Strategi Pembelajaran; Berorientasi Standar Proses Pendidikan*. Kencana Prenada Media Group.
- Sartika, R. (2017). Implementing word wall strategy in teaching writing descriptive text for junior high school students. *Journal of English and Education*, 5(2), 179–186.
- Suhardiana, I. P. A. (2017). Optimalisasi Penguasaan English Vocabulary Melalui Pemanfaatan Media Ludo Words Game (LWG) Pada Siswa Sekolah Dasar. *Adi Widya: Jurnal Pendidikan Dasar*, 2(1), 1–10.
- Sulistiana, E., Nadzifah, W., & Arifin, M. S. (2019). intensive english program (IEP) meningkatkan penguasaan vocabulary. *Jurnal Studi Guru Dan Pembelajaran*, 2(3), 236–240.
- Thornbury, S. (2002). *How to Teach Vocabulary*. Pearson Education Limited.
- Ulfah, B. (2019). The Analysis of Pure Borrowing Technique in Indonesian Translation of "Does My Head Look Big in This" Novel. *Language Circle: Journal of Language and Literature*, 13(2).
- Wilsana, A. (2015). Teaching vocabulary to grade VIII students at SMP Negeri 9 Palu by using word wall strategy. *BAHASANTODEA*, 3(2).
- Zain, A., & Djamarah, S. B. (2006). *Strategi belajar mengajar*. PT. Rieneka Cipta.
- Zalmansyah, A. (2017). Meningkatkan perbendaharaan kata (vocabulary) siswa dengan menggunakan komik strip sebagai media pembelajaran bahasa Inggris. *Kandai*, 9(2), 262–275.