Enhancing Students' Vocabulary through Interactive Word Wall Learning at SMP Yanbu'ul Hikmah

Samsul Arifin[1], Sulistyaningsih[2]

[1,2]Universitas PGRI Delta Sidoarjo, Indonesia

[1]somesoul177@gmail.com

Abstract

Using interactive word walls as a teaching tool is one of the lessons for vocabulary instruction. This research seeks to determine how interactive vocabulary walls affect students' comprehension and vocabulary-building experience when using this method to acquire new words. To ascertain the student's viewpoint on the application of this method in order to gain a new vocabulary is the main goal of this study. The study's findings indicate that using word walls to help learners acquire vocabulary might significantly affect their comprehension of vocabulary learning, particularly when it comes to identifying word classes and comprehending new vocabulary concepts. Students respond well to interactive vocabulary walls because they help them learn how to spell. However, there are drawbacks to using interactive word walls. Learning new words and pronunciations of foreign terms is one of the main difficulties students have while using interactive word walls. These problems stem from their poor dictionary usage skills and ignorance of how to look for new vocabulary terms in these kinds of resources. The efficiency of interactive word wall techniques in raising students' vocabulary proficiency.
Keywords: *word wall, vocabulary, enhancing*

Introduction

Vocabulary is a part of language. One of the most crucial components of language that someone studying a foreign language, including English, should possess is vocabulary. Muna (2021). The three components of language are phonology, lexicon, and sentence structure. Vocabulary instruction is the first step in learning English since understanding English is a prerequisite for mastering the language.

Possessing a sufficient vocabulary in English might motivate someone to write and converse in the language. Therefore, it is thought that vocabulary mastering is crucial for both the process of learning a language and the growth of a person's ability to learn a language. The number and quality of a person's vocabulary determines the level of their language abilities; the more words we know, the more likely we are to be able to communicate. Tarigan (2011.)

During English learning, Word walls are one type of media that may be used to help students become more proficient in using English dictionaries when they are learning vocabulary in school. A word wall is an arrangement of dictionaries that is hung on a classroom wall and is arranged in a methodical manner using huge letters. Students can participate in both the creation and usage of these media, which are intended to improve learning activities conducted in groups. One of the schools that offers English as a topic in its curriculum is SMP Yanbu'ul Hikmah. Based on observations made during interviews with English teachers, the researchers discovered several factors contributing to students' poor mastery of the language, including the use of less effective and variable learning models and media, as well as monotonous (conventional) learning methods that prioritize teachers over students.

When teaching vocabulary, the teacher gives the pupils instructions to memorize the words posted on the board. After that, the teacher asks one student to mention a word, and so

on to the next. Teachers don't often employ a variety of media. Learning should be engaging, motivating, and enjoyable in order to increase vocabulary mastery. Media should also be used to encourage students to actively participate.

It is anticipated that the learning process would produce the best outcomes, particularly in terms of student learning outcomes. A difficulty in the learning process is indicated if the learning output is subpar or falls short of the Minimum Compliance Criteria (KKM). Teachers, students, and the infrastructure in schools that facilitate learning can all contribute to these issues. Among the issues that students face include low learning outcomes in English classes, a lack of enthusiasm for studying the language, and the belief that learning the language is challenging.

Some kids did not have sufficient vocabulary in the first test that the researchers gave to the third-grade students at YANBU'UL HIKMAH on their command of the language. Furthermore, since some students still struggle with reading in English, using word wall materials would be a good way to help pupils become more proficient readers of the language while also enhancing their vocabulary. Galuh (2012.) states that word wall media is successful in enhancing student learning results. The average learning outcomes acquisition of the experimental class is higher than that of the control class, albeit the difference is not statistically significant. Furthermore, Pratama (2016) elucidates the phenomenon of enhanced vocabulary comprehension in Java language acquisition by the utilization of word wall media.

The first and second of the two studies only addressed how to employ word wall media to improve students' vocabulary learning outcomes. Meanwhile, the researchers' study concentrated on the standards of reading competency of students who frequently become distracted when reading English text, as well as how the media influences English language reading. It also examined the learning outcomes of vocabulary in English using wordwall media. Furthermore, a great deal of study has been conducted on learning Japanese and English, but very little research has been done on learning English, particularly at the elementary school level.

Several research was conducted regarding the correlation between the wordwall method with students' mastery of vocabulary. Research by (Marhamah & Mulyadi, 2020) shows students who were taught using word wall graphics and those who were taught using written media may be compared thanks to the factorial 2x2 experimental approach used in the study design. This design made it easier to find a substantial difference in the English vocabulary learning results, demonstrating the beneficial effects of word wall visuals on learning outcomes.

Secondly, another research conducted by(Fatimah, 2020)describes how Through the use of word wall media, kids with hearing impairments can acquire information that they might not be able to hear, therefore improving their science-based vocabulary. Additionally, it improves their capacity for tactile learning. Students with hearing impairments that rely on visual information will benefit most from word walls' visual aspect, which aids with vocabulary retention and word associations.

Thirdly, research by (Jabbari et al., 2017) found that students' use of wordwall media to learn English vocabulary was found to be beneficial. The learning process is considered successful when there is a 75% positive change in the student's overall or partial self-perception. This is demonstrated by the learning outcomes. Consequently, it follows that utilizing wordwall media might enhance

As the findings of this study aim to increase traditional learning by providing a more effective learning environment, this shift in teaching technique raises the question of whether wordwall in learning settings will benefit the learning process. Verifying the possible effects of wordwall use on English learning is crucial before putting it into practice.

Even though earlier studies have demonstrated the advantages of word walls in enhancing vocabulary acquisition, there is currently a dearth of research on their use that focuses on interactive word walls specifically for the learning of verbs associated with word classes and word meanings. In order to address these drawbacks, the study had students use interactive wordwalls to improve vocabulary acquisition, particularly with regard to word classes and meaning terms.

Method

Study Design

Action research is the desired and appropriate research design for this study. Classroom action research, according to (Sriwahyuni et al., 2019), is a type of study used to identify inadequacies in the classroom's instructional design. Pre-tests, consistent interventions, and post-tests are all carried out during study.

Sample population

This study involved thirty-five participants, of which 25 were male students and 10 were female students. Third graders were the research subject for this study, which was carried out at YANBU'UL HIKMAH High School.

Data Collection

At this point, researchers carry out tasks that correspond with the curriculum including lesson plans, instructional material, timetables, and observation tools. realizing or action is the second step, the researcher carries out tasks that correspond with the curriculum.

Waching is the third step, all of the data is gathered for analysis during the observation phase.

The fourth phase is thinking. The researcher made an effort to consider the findings from the previous stage in this one. An assessment of the classroom teaching methodology is included in the conclusion.

Analyzing The Data

Four attempts at the test were made. The four cycles of this study are as follows: (1) pre-cycle; (2) cycle 1; (3) cycle 2; and (4) cycle 3. Each is in each cycle. The results of every cycle are compared with one another to determine whether or not there has been any improvement. Each cycle's evaluation results for students are compared to the evaluation scores of the cycles that come after it; that is, the cycle I evaluation results are compared with the cycle II and cycle III assessment results. It is believed that using wordwall can help eighth grade students become more proficient in vocabulary if their evaluation results in cycles two and three are higher than those in cycle one.

Criteria of Success

The method and outcome of teaching-training activities are prioritized in terms of success criteria. A multitude of factors are employed to assess the efficacy of educational programs. The class problem to be solved and the class objectives to be met, according to (Suwondo & Syaifullah, 2019), serve as the basis for the success criteria for class action research. As a result, if 75% of students report meeting the Minimum Mastery Criterion-Minimum Compliance Criteria (KKM) or above with a score of equal to or higher than 75, the study is considered successful. Should the criteria not be met, the study is deemed failed and needs to be improved in order to achieve the goal.

Result

The teacher creates the RPP in the beginning using the same format as the one from the prior academic year (2023/2024). The 2013 curriculum is referred to in the RPP. When studying English, the instructor reads the vocabulary aloud to the class first. The student then follows the teacher's reading of the word, receives guidance on reading it again, and is trained on it after the lesson.

If learning is done in this way repeatedly without the use of an engaging medium, it becomes boring. Learning won't be boring if interactive media is used to assist it and keep pupils engaged in all aspects of it.

When compared to traditional instruction systems, the study showed that learning models enhanced by the use of learning media had a highly significant impact on learners' comprehension of the content. (Ritonga, 2015).

To ascertain the students' proficiency with early vocabulary, we also provide pre-tests during the pre-cycle phase before the cycling starts. For this strategy to be successful, the outcomes of every test serve as a benchmark.

Table 1. Students' pre-test achievement

Total students	score ≥75	score ≤ 75	Average
35	3	32	66,9
100%	9%	91%	

35 pupils in all took part in the assessment. Just three of them, or 9%, were able to obtain a vocabulary mastery score of at least 75. In comparison, the remaining students, who made up 91% of the sample (32 individuals), scored ≤75, which is below the perfect score. In order to meet the success criterion, students who receive a score of 75 or more should ideally have a ≥75%. As a result, students must increase their vocabulary mastery because they haven't yet reached this level. It is very advised to use wordwall when learning English in order to get around this and execute Cycle 1.

Cycle 1

Using wordwall to assess and track students' advancement in strengthening their vocabulary mastering abilities, four more phases of Class Action Research (CAR) were introduced in cycle 1. Table 2 displays the scores that correspond to the evaluation's outcomes.

Table 2. Students' vocabulary mastery scores achievement on Cycle 1

Total students	score ≥75	score ≤ 75	Average
35	9	26	66,9
100%	25,72%	74,28%	

35 students are enrolled in total. Out of all students, 9 or 25.72% had a vocabulary mastery score of ≥75. Of the students who have obtained a score of ≤75, 26 students, or 74.28%, have not attained perfection. If pupils receive a score of 75 and are > 75%, they meet the success criterion level. Because of this, they fall short of the ideal. Cycle 2 wordwall in English instruction are required in order to increase students' vocabulary proficiency.

Cycle 2

To track students' progress in strengthening their vocabulary mastery, wordwall are used in four additional CAR sessions during cycle 2. Based on the exam results, Table 3 displays the scores obtained.

Table 3. Students' vocabulary mastery scores achievement on Cycle 2

Total students	score ≥75	score ≤ 75	Average
35	27	8	76,2
100%	77,14%	22,86%	

35 students in all. In Cycle 2, 27 students, or 77.14%, had a vocabulary knowledge score of ≥75. In the meantime, 8 pupils, or 22.86%, did not achieve perfection (with a score ≤ 75). Students that get a score of 75 are considered to be ≥ 75%, which is the threshold of the success criterion. As a result, they are still far from the ideal of perfection. They must complete Cycle 3 of the English language learning process utilizing Wordwall in order to increase their vocabulary competence.

Cycle 3

Using wordwall to monitor students' writing proficiency in the English language, four additional CAR phases were carried out in cycle 3 to assess vocabulary knowledge. Table 4 displays the obtained score based on the test results.

Table 4. Students' vocabulary mastery scores achievement on Cycle 3

Total students	score ≥75	score ≤ 75
35	35	0
100%	100%	0%

Thirty-five pupils in all. With a vocabulary mastery score of at least 75, students in cycle 3 are 35 or 100%. Students who have not achieved perfection (scoring less than 75) are considered as 0. Attaining a score of 75 requires a student to be at least 75% in order to meet the success requirements. As a result, they now meet accessibility standards. since pupils that have mastered vocabulary mastering skills have attained a level of acquisition above 75%.

Table 5. Students' vocabulary mastery improvement from pre-cycle to cycle 3

Phase	Pre-cycle	Cycle 1	Cycle 2	Cycle 3
score ≥75	3	9	27	35
%	9%	25,72%	77,14%	100%

In the pre-cycle phase, only 3 students (9%) achieved the vocabulary mastery score of 70. Because the number of students achieving this score was low, improvement efforts were made by applying wordwall to English learning in Cycle 1.

In Cycle 1, after passing four phases of the CAR (Classroom Action Research) process, there was improvement, with a total of 9 students (25.72%) achievement of the criteria for success. In this cycle, there is an increase of 6 students or 18%. However, since this percentage is still below 75%, cycle 2 starts.

After applying the four stages of CAR, the pupils' vocabulary mastery increased to 27 students (77.14%) in Cycle 2. In Cycle 2, a total of eighteen students achieved a score of at least

75. This improvement was not enough to meet the success criteria, thus Cycle 3 was put into place.

Thirty-five students (100%) received a score of ≥75 in Cycle 3. Eight pupils saw an increase in their abilities from Cycle 2 to Cycle 3. 32 pupils, or 91%, improved overall from the Pre-Cycle period to Cycle 3.

The student's pre-test average was just 66.9, which indicates that this score is still below the KKM. 85 is the greatest possible score, and 60 is the lowest. Only one student can achieve the highest score, which has already surpassed KKM.

The researchers decided not to move on to the next cycle in light of that.If you look at the signs of achievement of classical learning accuracy that exceeds 75%, you can say that this learning outcome is sufficient and successful. It is evident from the usage of word wall media that student learning results have advanced with each cycle.

The average student score has risen from 66.9 to 68.4, according to the student results table. This average has increased by 2.19%. 85 is the greatest score, and 60 is the lowest. The teacher follows the same pattern during cycle 2 after finishing cycle 1. The results table indicates that the average student score is rising as well. Cycle 2's average value rise as a percentage is larger than Cycle 1's 10.23%. The mean, which was 68.4, rose to 76.2. Cycle 2 had a maximum score of 85 and a lowest score of 62.

Next, cycle 3 is completed following the same methodology as cycles 1 and 2. Though not as much as in the second cycle, the results are still improved in the third cycle. It is evident that there has been a 5.9% percentage gain in average student scores in cycle 3, as it has increased from 76.2 to 81.

Discussions

The findings indicate that the efforts made by the researchers and their partners to use word wall learning materials to help third-grade SMP YANBUUL HIKMAH better understand English vocabulary have increased the students' readiness for learning. It is known from the study's results that there is a shift in the ability to comprehend and retain English language in addition to the ability to read it, commencing with the pre-cycle exercise and continuing through the third cycle.

When compared to traditional education approaches, research indicates that learning models enhanced by the use of learning media have a highly significant impact on students' comprehension of the subject matter. (Ritonga, 2015)

The improvement of pupils' understanding of English vocabulary as indicated by learning outcomes in each of their sessions, as reported by the KKM at YANBUUL HIKMAH high school, is the sign that the researchers hope to obtain from this study. Third-grade students agreed that using word wall media to study English will help them become more proficient in vocabulary. According to (Depdiknas, 2008.), a minimum of 75% classical correctness serves as an indicator of learning success or an improvement in student learning outcomes.

In line with research carried out by (Jabbari et al., 2017) found that the used of wordwall media students to learn English dictionaries was found to be beneficial. This is demonstrated by the learning outcomes. Consequently, it follows that utilizing wordwall media might enhance

From the description above stated that the researchers used interactive wordwall media to provide a learning model that matches technology that gived benefits in the spirit of learning students thus eliminating boredom with monotonous learning as well as improving student memory in the field of vocabulary that some students tended to have a hard time in terms of remembering the new wordwall, besides that the used of interactive Wordwall had an impact on

learning in the future in the course of learning that used to use a memorizing system that was very demanding and less time making students bored in the learning of the English word.

As explained, researchers have some constraints and limitations in conducting research at YANBU'UL HIKMAH. Where the school is a residential school where the use of technology there is very limited, so researchers are not too easy to give some material because of the rules of the cottage that are so strict. Besides, the students of the place are still in the countryside, so that there are still many among them who do not have the ability to operate electronic media.

Conclusion

Following the study's conclusion, it was evident that using interactive word wall techniques helped students acquire vocabulary in a useful way. This tactic makes it easier for pupils to recognize and comprehend words, which improves their capacity to participate in vocabulary learning. Furthermore, using interactive word walls to help kids enhance their speech and vocabulary may provide difficulties. These obstacles could be low language knowledge or trouble comprehending how terms should be used in a certain situation. Studying students' responses to interactive word wall techniques showed that using word walls in activities produces positive outcomes. These advantages include increased efficiency and speed in memorization of foreign words, enhanced comprehension and application of newly acquired vocabulary, and increased fun and involvement in the learning process.

Acknowledge

References

Depdiknas, D. P. (2008). Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah. *Direktorat Pembinaan Sekolah*.

Fatimah, S. (2020). *Students' Vocabulary Mastery through Word Wall at SMPN 44 Surabaya* (Vol. 2, Issue 2).

Galuh, I. M. (2012). *EFEKTIFITAS PENGGUNAAN WORD WALL PEMBELAJARAN KOSAKATA BAHASA JEPANG* (Doctoral dissertation, Universitas Pendidikan Indonesia).

Jabbari, A. A., Mohammadi, M. O., & Fazilatfar, A. M. (2017). Asynchronous Online Discussion Forum: A Key to Enhancing Students' Writing Ability and Attitudes in Iran. *Iranian Journal of Applied Linguistics*, *20*(2), 35–79.

Marhamah, M., & Mulyadi, M. (2020). The effect of using word wall picture media and linguistic intelligence to enhance learning outcomes of English vocabularies. *Journal of Educational and Social Research*, *10*(2), 134–142. https://doi.org/10.36941/jesr-2020-0033

Muna, W. (2011). Metodologi pembelajaran bahasa Arab. *Yogyakarta: Teras*.

Ritonga, R. (2019). *The effect of using word wall strategy on students' vocabulary mastery at Grade VII MTs Negeri 2 Padangsidimpuan* (Doctoral dissertation, IAIN Padangsidimpuan).

Sophia, S., & Burns, J. (n.d.). *The Effects of Inquiry-Based Activities on Content Vocabulary The Effects of Inquiry-Based Activities on Content Vocabulary Retention in 4th-Grade Science Students Retention in 4th-Grade Science Students*. https://sophia.stkate.edu/maed

Sriwahyuni, I., Risdianto, E., & Johan, H. (2019). PENGEMBANGAN BAHAN AJAR ELEKTRONIK MENGGUNAKAN FLIP PDF PROFESSIONAL PADA MATERI ALAT-ALAT OPTIK DI SMA. *Jurnal Kumparan Fisika*, *2*(3), 145–152. https://doi.org/10.33369/jkf.2.3.145-152

Suwondo, S., & Syaifullah, S. (2019). *Do Simplified Text Can Improve Students' Reading Comprehension in Narrative Text?: A Classroom Action Research Perspective ARTICLE HISTORY* (Vol. 1, Issue 3). https://journal.unilak.ac.id/index.php/UTAMAX/

Tarigan, H. G. (2019). Menyimak; sebagai suatu keterampilan berbahasa.

Wilianti Frada, T., Untarti, R., Wijaya Kusuma, J., Ristianto, M., & Vertikawati, R. (2024). International Journal of Multidisciplinary Research and Literature APPLICATION OF PROBLEM-BASED LEARNING TO IMPROVE STUDENT MOTIVATION AND LEARNING OUTCOMES ASSISTED BY WORDWALL. *International Journal of Multidisciplinary Research and Literature IJOMRAL*, *3*(2), 195–203. https://doi.org/10.53067/ijomral.v3i2