USING WORD WALL IN TEACHING ENGLISH VOCABULARY AND ITS IMPACT ON THE STUDENTS' VOCABULARY ACHIEVEMENT

Wahju Bandjarjani[1,] Claudea Imarwiar Efrata[2]
[1,2](English Language Education Department, Faculty of Social Sciences and Humanities, Universitas PGRI Adi Buana Surabaya)
[1]wahyu.banjaryani.unipa@gmail.com, imarwiarclaudea@gmail.com[2]

Abstrtact. *In learning vocabulary, many media are used. One of the media that can be used is the use of Word Wall. The study aimed to find out the impact of using Word Wall in teaching vocabulary on the students' vocabulary achievement. The researcher used a quasi-experimental approach with a quantitative approach in this research, which aimed to find out the impact of using Word Wall in teaching vocabulary on the students' vocabulary achievement. The population was tenth-grade students of a Public Senior High School in West Surabaya and 66 students as research samples taken by cluster random sampling. The results of the calculations showed the impact of using Word Wall in teaching vocabulary on the students' vocabulary achievement. Researcher measured its effectiveness by using t-test and t-table calculations which showed the t-test result was higher than t-table which was 2,51 > 1,99773. From the increase in scores in the experimental class before the treatment by using Word Wall (Mean = 72,12) and after the treatment (Mean = 90,73). Also from the difference in results between the experimental and admin classes. Furthermore, from the resulting effects, it can be concluded that the language barrier is working in grade 10 public high schools in West Surabaya.*

Keywords*: word wall platform, teaching vocabulary, impact of students' achievement*

Abstrak. Dalam pembelajaran kosakata, banyak media yang digunakan. Salah satu media yang dapat digunakan adalah penggunaan Word Wall. Penelitian ini bertujuan untuk mengetahui dampak penggunaan Word Wall dalam pengajaran kosa kata terhadap pencapaian kosa kata siswa. Peneliti menggunakan pendekatan quasi-experimental dengan pendekatan kuantitatif dalam penelitian ini, yang bertujuan untuk mengetahui dampak penggunaan Word Wall dalam pengajaran kosakata terhadap pencapaian kosakata siswa. Populasinya adalah siswa kelas X SMA Negeri di Surabaya Barat dan 66 siswa sebagai sampel penelitian yang diambil secara cluster random sampling. Hasil perhitungan menunjukkan dampak penggunaan Word Wall dalam pengajaran kosa kata terhadap pencapaian kosa kata siswa. Peneliti mengukur keefektifannya dengan menggunakan perhitungan t-test dan t-tabel yang menunjukkan hasil t-test lebih tinggi dari t-tabel yaitu 2,51 > 1,99773. Dari peningkatan skor pada kelas eksperimen sebelum diberikan perlakuan menggunakan Word Wall (Mean = 72,12) dan setelah diberikan perlakuan (Mean = 90,73). Juga dari perbedaan hasil antara kelas eksperimen dan kelas admin. Selanjutnya dari efek yang dihasilkan dapat disimpulkan bahwa hambatan bahasa terjadi di kelas 10 SMA Negeri di Surabaya Barat.

Kata kunci: word wall media, pengajaran kosa kata, dampak prestasi belajar siswa

I. INTRODUCTION

Vocabulary plays an important role in language learning and teaching. Language cannot be learned without vocabulary, as vocabulary is one of the elements of language that directly contributes to the acquisition of her four language skills: listening, speaking, reading, and writing. According to Jack Richard and Willie A. Renandia, vocabulary is an important part of language learning and the foundation for students to speak, listen, read and write well. Therefore, a rich vocabulary makes it easier for students to acquire language skills. On the other hand, students with a small vocabulary will find it difficult to understand texts, speak English, and write their thoughts. Vocabulary is clearly necessary to express meaning and convey ideas through both receptive and productive capacity to acquire language skills.

Vocabulary allows us to verbally communicate our feelings. According to Hanson, S., & Padua, (2011), vocabulary refers to the words used in both spoken and written sentences. The most significant language utilized in international communication worldwide is English as a foreign language. In the current era of globalization, everyone is vying to become fluent in English in order to improve their ability to communicate on a worldwide level. Before English was established as an international language, several nations used English as their primary language, including the United States, which has adopted English as its official language.

However, the students' vocabulary difficulties using English are caused by their vocabulary achievement which is still limited. Students frequently act passively in English classes as a result of their limited vocabulary, which prevents them from learning the language. As stated by Thornbury (2002), "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." It tells us that if someone wants to be able to convey meaning, they need vocabulary. Based on the experience of the researcher, when the researcher conducted the PLP Perkenalan Lingkungan Prasekolah (Introduction to School Field) program in a Public Senior High School in West Surabaya, she met problems with students` vocabulary, namely students tended to have limited understanding of vocabulary, and they were hesitant to interpret vocabulary in reading. After analyzing the problem, the researcher found several factors causing why students lacked vocabulary. One of them could be influenced by the teacher's strategy in teaching vocabulary.

There are many applications and websites that would be used by teachers and students to make learning simpler and more varied. Some of these popular applications are Quiziz, Kahoot!, learningapps.org, Word Wall, and many more. According to Hall, D., & Cunningham, (1999) Word Walls and Word Wall activities help students develop a vocabulary of sight

words, memorize words, and read sentences. According to Ehri (2005), students may read more fluently and successfully when they can recall words from long-term memory.

In addition, Word Wall use more themes and use favorite words. Some interesting activities can be done, for example, there are various features in Word Wall, namely: match up, quiz, open the box, random wheel, unjumble, find the match, group sort, missing word, anagram, maze chase, gameshow quiz, matching pairs, true or false. However, only three are commonly used, namely: quiz (in the form of multiple choice), matching pairs, and true or false. These make students more active in the classroom. Beside that, the students easily make sentences and memorize the words.

Based on the background above, the researcher would like to conduct a research by the title "Using Word Walls in Teaching English Vocabulary and Its Impact on the Students' Vocabulary Achievement." Because of that, the researcher will be applying Word Walls as a platform in the teaching and learning process. This platform can make students active in the classroom, and this media platform is expected to solve the students' problems that are explained before.

II. METHOD

The method of this research was quantitative research. This research was categorized as an experimental research design. The design of this study was classified as a quasi-experimental study because it compared a group using the Word Wall platform with a conventional group. The conventional group meant that the researcher use methods that teachers typically used. In this study, the researcher used the Word Wall platform to focus on students' vocabulary achievement. This applies to pre-test and post-test segments. The experimental group consists of 33 students and the control group consisted of 33 students. Research procedures are the steps used as a tool to collect data and answer survey questions. There are several phases in this process: preparation phase, implementation phase, and reporting phase. For analyzing the data, the researcher use a statistic formula and analysis descriptive.

III. RESULTS AND DISCUSSION

In this section, the researcher explains the results of the research that has been carried out at the Public Senior High School in West Surabaya. Researchers took 33 students who were used as research subjects. ie 33 students are the experimental class and the remaining 33 are the controlled class. In the instrument, the researcher used vocabulary test. Which was the same

test that was given to students who got treatment and students who did not get treatment. The aim was to measure the impact on students' vocabulary achievement.

Table 1. Control Class Students' Score

	Exercise	Test	Grained Score
Total	2368	2772	404
Average	71.75758	84	12.24242424
Minimum Score	20	40	
Maximum Score	100	100	

From the data above, it was obtained the value of 33 students from the control class, namely class X-3. The total number of pre-test scores was 2368 with an average of 71.76. The student's minimum score was 20 and the maximum score was 100. For the post-test, the total student score was 2772 with an average score of 84. Addition of 404 scores from pre-test to post-test. The student's minimum score is 40 and the maximum score was 100. This data was obtained without giving treatment and teaching conventionally.

Table 2. Experimental Class Students' Score

	Exercise	Test	Grained Score
Total	2380	2994	614
Average	72.12121	90.72727	18.60606061
Minimum Score	20	70	
Maximum Score	100	100	

From the data above, it was obtained the value of 33 students from the experimental class, namely class X-1. The total number of pre-test scores is 2380 with an average of 72.12. The student's minimum score is 20 and the maximum score is 100. For the post-test, the total student score was 2994 with an average score of 90,73. Addition of 614 scores from pre-test to post-test. The minimum score of students was 70 and the maximum score is 100. This data was obtained after giving treatment in the form of Word Wall to find out whether students' scores showed better achievements with this platform.

Table 3. Post-test Score of Experimental Class and Controlled Class

	Post Test Experimental (X_1)	Post Test Control (X_2)	$X1^2$	$X2^2$
Σ	ΣX_1 2994	ΣX_2 2772	ΣX_1^2 274236	ΣX_2^2 237864

The conclusion was, from the experimental class with a pre-test score mean of 72,12 became 90,73 in the post-test and from the controlled class the pre-test score of 71.76 became 84. From the explanation above, it could be shown that the Word Wall platform had the impact on students' vocabulary achievement.

To see in detail the difference between the students' pre-test and post-test scores, the researcher provided a diagram of the scores from the experimental class and the controll class as follows:
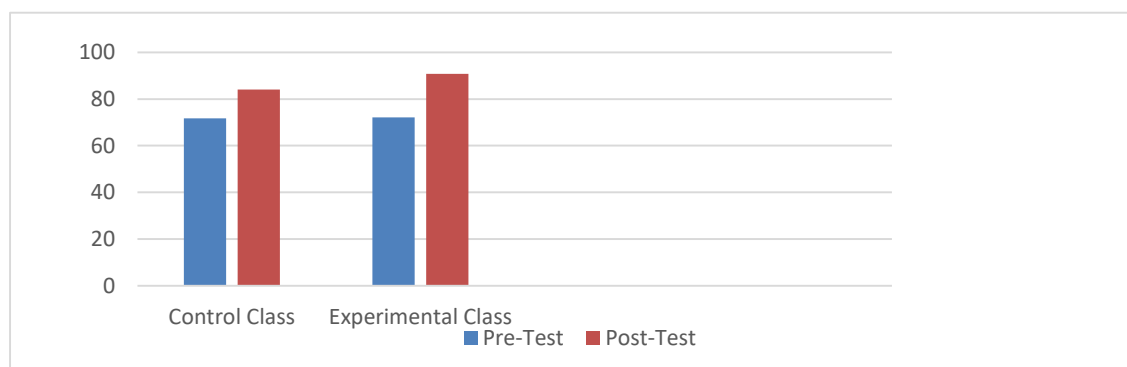

Figure 1. The Diagram of Pre-test and Post-test

For the gained score, the researcher also made a diagram to show higher results from the experimental class compared to the controlled class.
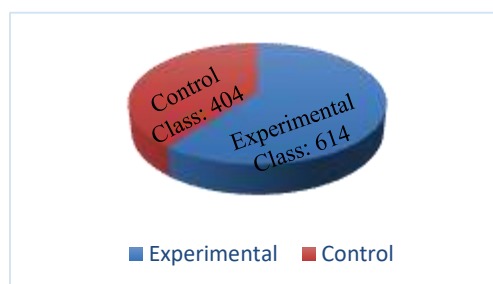
Figure2. The Diagram of Gained Score

Determining Mean, with formula:

$$X_{1 =} \frac{\Sigma X}{n} \qquad\qquad X_{2 =} \frac{\Sigma X}{n}$$

$$X_{1 =} \frac{2994}{33} \qquad \text{While} \qquad X_{2 =} \frac{2772}{33}$$

$$X_{1 =} 90{,}73 \qquad\qquad X_{2 =} 84$$

Determining Standard of Deviation, with formula :

$$S = \sqrt{\frac{\Sigma X_1{}^2}{N_1}} - X_1{}^2 \qquad\qquad S = \sqrt{\frac{\Sigma X_1{}^2}{N_1}} - X_1{}^2$$

$$X_1 = \sqrt{\frac{274236}{33}} - 90{,}73 \qquad\qquad X_1 = \sqrt{\frac{237864}{33}} - 84$$

$$\qquad\qquad \text{While}$$

$$= \sqrt{8310{,}18 - 8231{,}93} \qquad\qquad = \sqrt{7208 - 7056}$$

$$= \sqrt{78{,}25} \qquad\qquad = \sqrt{152}$$

$$= 8{,}85 \qquad\qquad = 12{,}33$$

Determining of Standard Error of Mean of Variable X, with formula :

$$SD_x = \sqrt{\frac{N_1 S_1{}^2 + N_2 S_2{}^2}{N_1 + N_2 - 2} \cdot \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}$$

$$= \sqrt{\frac{33\,(78{,}25) + 33\,(152)}{33 + 33 - 2} \cdot \left(\frac{1}{33} + \frac{1}{33}\right)}$$

$$= \sqrt{\frac{2582{,}25 + 5016}{64} \cdot \left(\frac{2}{33}\right)}$$

$$= \sqrt{\frac{15196{,}5}{2112}}$$

$$= \sqrt{7{,}20}$$

$$= 2{,}68$$

Determining t-test with formula :

$$t = \frac{\overline{X_1} - \overline{X_2}}{SDX}$$

$$= \frac{90{,}73 - 84}{2{,}68}$$

$$= \frac{6{,}73}{2{,}68}$$

$$= 2{,}51$$

Determining t-table in significance level 5% with Degree of Freedom (df)

$$df = (N_x + N_y) - 2$$
$$= (33 + 33) - 2$$
$$= 66 - 2$$
$$= 64$$

The degree of freedom (df) = 64

The t-table of degree of freedom 64 in significance two tailed level 5% is 1,99773.

Comparing t-observation ($to = 2,51$) and ($tt = 1,99773$). It is show that the to is higher than tt.

The result is as follow: 5% $=\ > tt = 2,51 > 1,99773$

After the pre-test and post-test data were analyzed, the t-test result was higher than t-table which was 2,51 > 1,99773. Based on the hypothesis "If t-test was higher than t-table, hyphotesis was accepted". This showed that using Word Wall platform had an impact on students' vocabulary achievement in descriptive text material; it was higher than that of those who were taught without using Word Wall. There was a difference in scores before and after the treatment. In experimental class the pre-test score was 72,12 and the post-test score was 90,73. There was an increase in value with an average of 18,61.

Based on the result, students who were taught Word Wall had a better vocabulary than those who were not taught Word Wall. Additionally, hypotheses are accepted, research questions are solved, and proven. This statement echoes Getman's (2001) statement that word barriers are an effective and useful way for students to add new vocabulary, build confidence in their abilities, and ultimately explore their English proficiency. These results also supported by a statement by Callella (2001). Callella says using the word wall is an effective way to learn English, especially vocabulary.

IV. CONCLUSION

The results of the calculations showed the effectiveness of using Word Wall had an impact on students' vocabulary achievement. The researcher measured its effectiveness by using t-test and t-table calculations which showed the t-test result was higher than the t-table which was 2,51 > 1,99773, from the increase in scores in the experimental class before implementing the Word Wall (Mean = 72.12) and after implementing the Word Wall (Mean = 90,73). Also from the difference in scores in the experimental class with the controll class.

Then, it can be concluded that implementing the Word Wall was had an impact effectiveness on the vocabulary achievement of tenth graders at Public Senior High School in West Surabaya from the resulting effect.

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