

**IMPROVING VOCABULARY MASTERY USING INTERACTIVE WORD WALLS
METHOD: A CASE OF SEVENTH GRADE IN SMP IT AL FIKRI SEMARANG**

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ABSTRACT

This research is based on a study which attempts to examine the use of the word wall method in improving vocabulary for 7th grade students of SMP IT Al Fikri Semarang. The purpose of this research was to find out the word wall method in improving students' vocabulary. The objectives of this study are (1) To find out the extent of students' vocabulary achievement before using the interactive word walls method, (2) To find out the extent of students' vocabulary achievement after using the interactive word walls method, (3) To find out whether there is an improvement in student's English vocabulary through the interactive word walls method achievement significantly. Pre-experimental research was used in this study method. In this study, the writer collects the data by using the tests. The writer uses the statistical calculation with SPSS in data analysis. The sample of this research is one class from 7th. The class has 20 students. As a result, it can be witnessed from the mean of pre-test and post-test. In pre-test result is 57. After being given treatment, the post-result is 68. Moreover, the hypothesis result showed that H_a is accepted. Because, T-value was higher than the table's critical value ($2.447 > 2.109$), it indicates that there was a significant improvement in vocabulary using the word wall method.

Keywords: Word Wall Method, Improving, Vocabulary.

A. Introduction

Language is very important because it is a way of communicating and relating to other people around us. It keeps us in touch with other individuals. English is an example of the importance of a language because it is an international language and has become the most important language for people in various parts of the world. English is also a compulsory subject at school. It plays an important role for students

when they need to take their teaching to a higher level. (Sipayung, 2018)

English is an international language used almost everywhere in the world. Currently, English plays an important role in the communication language used in many different fields of life such as business, science, technology and other fields. English is also used by many people around the world to connect and share with others. Therefore, people need to understand and be fluent in English to be able to absorb broader

knowledge, information, and technology.

Learning English for students is very important. Students must understand four language skills there are reading, listening, writing and speaking. To understand all of these skills, students need to master vocabulary. Vocabulary cannot be separated from students' English abilities because it can influence students' English abilities. Therefore, learning vocabulary is very important in learning English. (Agustina et al., 2019)

Students who want to learn a language are very important to learn vocabulary. (Syafrizal & Haerudin, 2018). Based on (Sanjaya et al., 2022), vocabulary is a main aspect of language proficiency and serves an aid in mastering English skills there are reading, writing, and speaking. And then improving students' vocabulary will bring many good, especially developing language ability. (Ana, 2018)

The following are the reasons for selecting this topic:

1. Vocabulary is the most important thing when learning English
2. Most of the 7th grade students at SMP IT Al Fikri did not learn English when they were in

elementary school, so their vocabulary skills were very low.

3. Researchers used the word wall method to find out whether using the word wall media can significantly help increase students' English vocabulary.

Statements of the problems:

1. To what extent students' vocabulary achievement before using the interactive word walls method ?
2. To what extent students' vocabulary achievement after using the interactive word walls method ?
3. Is the students' vocabulary achievement significantly improved through interactive word walls method ?

Objectives of this study :

1. To find out the extent of students' vocabulary achievement before using the interactive word walls method.
2. To find out the extent students' vocabulary achievement after using the interactive word walls method.
3. To find out whether there is an improvement student's English vocabulary through interactive word wall method achievement significantly.

Vocabulary is an aspect of language components that can improve listening and speaking abilities. So vocabulary is an aspect of language that must be studied. (Sipayung, 2018)

Vocabulary is the ability to understand a word that is used based on its meaning. This ability must be developed in various ways so that vocabulary knowledge can increase every day and can be improved directly or indirectly according to the way of learning. (Vol & Makhmudovna, 2022)

Vocabulary is included in a group of words that need to be mastered because it is important for interactions in the form of communication with other individuals. One of the important points in learning English is improving vocabulary skills because limited vocabulary mastery will hinder students from communicating in English. (Marwati et al., n.d.)

Vocabulary is one of the lessons that is highly emphasized in the process of learning English because vocabulary is the most important part of learning English. Therefore, in all aspects of English learning,

vocabulary is highly emphasized (ALqahtani, 2015)

Generally, some experts distinguish two types of vocabulary; active and passive. (Hidayah, 2014)(Hidayah, 2014). For the first type of vocabulary refers to the set of words that have been taught by a teacher or learned by a student and that one would expect to be able to use. While the second term refers to the words that are recognized when they are encountered. Maybe both of them can't decide.

(Hidayah, 2014) he explained that vocabulary is divided into two, namely passive vocabulary and active vocabulary. Active vocabulary is vocabulary that can be acted upon by students so that students can listen to it and understand it accurately. then passive vocabulary, in contrast to active vocabulary, passive vocabulary cannot be understood accurately by students

One of the English skills as well as linguistic elements such as vocabulary must be taught to the students at all levels. (Fatimah, 2020). According to (Hidayah, 2014) in three classrooms are five roles of vocabulary:

1. Vocabulary is very important.
 2. We need to differentiate vocabulary for productive use and receptive recognition
 3. Learners will have difficulty completing their work if they are discovering new vocabulary for the first time.
 4. We need to process not only with single-word vocabulary items but also longer, multi-word vocabulary item.
 5. Practicing using the English-English dictionaries provides learners with a necessary tool for self-study.
- vocabulary will be used,
 2. Write the vocabulary on the board/paper,
 3. Write vocabulary on a piece of paper/card,
 4. Ask students to participate in building a word wall
 5. Interactive word walls should be added to and modified based on the topic or material covered.
 6. Ask students to use the word walls as a way to understand new words.

Word walls are an ideal means for students to avoid boredom and become active in class. Building a word wall of words can easily be integrated into activities in the teaching and learning process. When students apply word walls, they become more aware of words and definitions, and helps them become aware of the vocabulary of the world around them by using word walls in their learning.(Khairi Ramadhan & Zaharani, 2021)

Dugan explains science-based method of improving vocabulary using the interactive words wall method with following steps:

1. Decide what scientific

B. Method

This research used a pre-experimental design because the researcher wanted to measure improvement in vocabulary mastery using the interactive word wall method. From (Arikunto, n.d.), Experimental research aims to find out whether the research variables have an influence or not. Meanwhile, then, it is explained that experimental design refers to the conceptual framework in which the experiment is carried out. Researchers use single group pre-test and post-test designs, which usually include three phases:

1. Conduct a pretest to measure the dependent variable

2. Apply experimental treatment methods to the subject
3. Do a posttest, measure the dependent variable again.

The data was analyzed using quantitative data. Quantitative data were obtained from students' vocabulary test scores. These data analysis techniques are:

1. Instrument testing. The quantitative research always depends on measurement and verify. These measurements are validity and reliability through the instrument of research. Based on explanation before the instrument of this research is test. The validity and reliability test is needed to verify the valid and reliable of scores that obtain from test.
2. Classical hypothesis testing. Check for normality and Homogeneity. Normality testing used to find out whether the data has a normal distribution or not. The data has been representative of the population and the data can be calculated using parametric statistic which usually using Independent Sample T-test. If the data has not normal distribution, the data can be calculated using

nonparametric statistics which usually using Mann Whitney U test. Homogeneity testing is conducted to measure whether the data has homogenous variance or not. To know the homogeneity, the researcher used T test of Homogeneity of Variances with SPSS.26

3. Hypothesis testing. Hypothesis testing is used to prove hypotheses-hypotheses that the writer has determined. After the writer finds the result of the t-test, the continuing step is the writer compares the t-test using t-table distribution. If the value of the t-test is higher than t-table. It's mean there is a significant improve Vocabulary mastery using interactive word walls method. Therefore, if the value t-test is lower than the t-test table, it's mean there is no significant of improving in vocabulary mastery using interactive word walls method

C.Finding and Discussion

Finding

The data was analyzed by quantitative data. The quantitative data were taken from the result of the

students' score in taking vocabulary test. This research was conducted in one class of SMP IT Al-Fikri Semarang that seventh grade with 20 students.

Before starting the treatment, the student took a pre-test. The pre-test results indicated that the students' vocabulary is poor, despite the fact that they sometimes find it challenging to understand the meaning of words in context. After getting the result of students pre-test, the writer gave treatment for the students by teaching them using word wall method. When the teaching learning process was running, the students felt happy, enjoy, and comfortable in participating the learning process.

After the treatment is done, the writer gave a post-test to all the students.. the writer want to know how far the students understanding about the vocabulary that given to the students when treatment process is done.

1. Normality Test

After the writer tested the validity data and the reliability test, the writer tested the normality data. Then the data obtained from the pre-test results was 0.079, which

means the pre-test results were normal, but for the post-test results the data was 0.000, which means the post-test results were considered abnormal. Therefore, the writer trimmed the data with the aim of removing outliers. With the results of the pre-test trim 0.199 and post-test trim 0.120 which was declared normal. With this significance figure, it shows that both the pre-test and post-test results after trimming the data have passed the symptoms of normality or have been distributed normally.

2. Descriptive Test

Paired Samples Statistics				
	Mean	N	Std.Dev	Std.Err
Post-test	68.30	20	27.671	6.187
Pre-test	56.65	20	25.236	5.643

After the writer carried out a descriptive test, the writer got the results for the pre-test mean of N 20 which was 56.65 and for the post-test mean of N 20 which was 68.30. then the results of the pre-test standard deviation were 25.236 and for the post-test were 27.671. The maximum pre-test score is 92

and the minimum pre-test score is 8. The maximum post-test score is 100 and the minimum post-test score is 22

3. Correlation Test

Paired Samples Correlation			
	N	Corr.	Sig.
Post-test & Pre-test	20	.680	.001

The writer carried out a correlation test to determine whether or not there was a relationship between the pre-test and post-test so that a significance figure of 0.001 was obtained. then we get $0.05 > 0.001$ so there is a correlation between the pre-test and post-test.

4. Significant Test

After carrying out a significance test, the writer obtained data that Sig.(2-tailed) has a value of 0.024. so that $0.05 < 0.024$ which means there is significant in the data. With t-table $< t\text{-count}$, $2.109 < 2.447$.

Discussion

Based on the research finding, it showed that mean scores before using word wall method and after using word wall method is different.

The objectives of the study is to there are any significant improving vocabulary of the students before using word wall method and after using word wall method at seventh grade of SMP IT Al-Fikri Semarang academic year 2022/2023. It can be seen from the students' result, for the pre-test result before using word wall method and post test result after using word wall method is improve from 57 to 68.

Based on the study method, in teaching learning process was divided into three steps. First, the step is giving pre-test for the students, it means to know the students' vocabulary tbefore using wor wall method. Secondly, the step was giving treatment to the students, the treatment here was teaching vocabulary by wor wall media. Thirdly, the step was giving post-test, in the post-test the students were given a test to know the students' vocabulary after using word wall method.

To see if there was a significant difference between before using word wall method and after using word wall method, the writer conductd a t-test. The t-test score was determined through computation using the t-test fomula. As a result the

t-value ($2.109 < 2.447$) was higher than the table's critical threshold. It indicates that there was a significant. It was successful in enhancing students' vocabulary ability. H_a was therefore approved.

D. Conclusion

The results found by the research were that seventh grade students faced problems in mastering vocabulary and even had difficulty in pronunciation and writing. This is also due to the lack of English lessons that they received while at elementary school, so this makes the pre-test scores given to students also get scores that can be said to be low. This can be seen from the average pre-test of 56.65 and post-test of 68.30.

In this case, the researcher assumes that a medium is needed that can build students' interactive and communicative learning interest. So the researchers used the word wall method, apart from being easy to make, this media also received a good response from students, as seen from their active participation in class and playing an active role in making the word wall itself.

about a predetermined topic. Then the researcher asked students to mention vocabulary about the topic and write it on the paper that had been prepared. Then the researcher asked for student participation in making a word wall. After that, students add and modify the word wall based on the topics discussed. In the final learning process, the Interactive Word Walls method can be used to improve students' vocabulary mastery by increasing students' post-test scores.

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be more active in learning English so they can understand the material that teacher given and increase their knowledge especially in vocabulary mastery.
2. It is suggested for the English teacher to use Interactive Word Walls Method to increase the students' vocabulary mastery in the teaching and learning process
3. The teacher is expected to give motivation to the students in order to be excited in English learning since many students regard that English is difficult subject to learn.

Researchers tell students

Based on the observation of the class, the students will more active after the teacher gives motivation to the students.

4. To other researcher is expected to benefit other researchers and as a reference or inspiration to conduct future research related to this field. The researcher hope that further researchers can examine the hopes and suggestion from teacher and students for applying this method to eight and nine class also.

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