Enriching Efl Learners' Vocabulary Through Word Wall For Seventh Grade at SMPN 3 Abab

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Abstract: *Students around the world often face challenges in expanding their vocabulary in a second or foreign language. Common obstacles include understanding complex vocabulary, difficulty in pronunciation, and difficulty remembering new words. Cultural factors, learning environment, and teaching methods can also affect students' vocabulary acquisition. Vocabulary is one of the aspects present in most language skills such as listening, speaking, reading, and writing when learning English as a second language. In this study, the researcher employed this design to evaluate the effectiveness of the "word wall" strategy in enhancing students' vocabulary achievement. An experimental and a control group were formed, both of which underwent pre-tests and post-tests. This study used a quasi-experimental design, categorized as such due to the comparison between the group using the "word wall" strategy and the conventional group. The primary objective of this study was to evaluate the effectiveness of the "word wall" strategy in improving students' vocabulary mastery. There were 27 students in the experimental group. Based on the data analysis, the researcher concluded that the use of "word wall" had a significant enrichment on students' vocabulary mastery. This finding was supported by the results of the t-test, which showed that the average post-test score of students in the experimental class (78.79) was higher than the pre-test score (59.53), with a difference of 19.26. The t-test results showed significance with $p<0.05$, specifically $p<0.001$, indicating that the alternative hypothesis (Ha) was accepted. Additionally, the implementation of "word wall" also had a positive impact on students' attitudes toward the teaching and learning activities. When the teacher used "word wall" during instruction, students appeared more interested and motivated to learn.*

INTRODUCTION

In the context of globalization, students need tools to help them integrate into society effectively, and one of the essential tools is language. English, being a foreign language, is taught across various educational levels. The aim of teaching English is to provide students with opportunities to advance their knowledge in the fields of science and technology and to establish international relations. English holds significant importance, particularly for students, as it equips them with the knowledge to become well-rounded individuals and broadens their understanding. Language learning encompasses four integrated skills: The skills of listening, speaking, reading, and writing are divided into two groups receptive or productived. (Morrow, 2013). Receptive skills include reading and listening, where the focus is on understanding and interpreting discourse. On the other hand, productive skills involve speaking and writing, where students actively generate the language on their own. Vocabulary is a crucial element in mastering English.

Vocabulary teaching is an essential method for improving the English proficiency for students acquiring English as a second language. It is a crucial task within the English teaching system because vocabulary acquisition is linked to all aspects of language learning (Nation, 2015). Vocabulary teaching should be a top priority in English language instruction. Smitt (2015) emphasizes that to develop vocabulary mastery, students must also know the forms of the words, such as pronunciation, spelling, and grammatical usage. Students need to learn vocabulary as a tool to identify the necessary and easily understood expressions for effective communication. Students around the world often face challenges in expanding their vocabulary in a second or foreign language. Common obstacles include understanding complex vocabulary, difficulty in pronunciation, and difficulty remembering new words. Cultural factors, learning environment, and teaching methods can also affect students' vocabulary acquisition. The mastery of vocabulary will also support students' activities in expressing their opinion, as well as expressing intentions and goals. Based on an interview with one of the English teachers at SMPN 3 Abab personal communication, it is stated that there are several issues experienced by students in vocabulary learning. Firstly, the overwhelming volume of the vocabulary that students must acquire and memorize often leads to a lack of motivation in vocabulary acquisition. Secondly, an unengaging learning process causes students to become bored, resulting in them depending solely on what the teacher provides and lacking the initiative to study vocabulary independently at home. There are many techniques that are commonly used to improve students' ability to vocabulary mastery. Word wall media is one of them, researcher will use word walls to overcome this problem.

A word wall is a compilation of words or word components used for teaching vocabulary, spelling, letter-sound relationships, and other language concepts. It serves as a tool to aid in teaching different aspects of language learning. Improving English vocabulary word walls is a language learning approach that focuses on consistent exposure to new words through various techniques, including word walls in classrooms or other educational environments (Fitria, 2023) It is also found that the use of word walls is one method for learners to engage in practice, rather than simply reading reference books from the teacher. To be effective, word walls must be actively used rather than simply displayed or observed. This tool can be created to support group learning activities and can engage students in both its development and application, (Sholikhah et al., 2017). Consequently, these difficulties are related to this study. The researcher conducted a study entitled ***"Enriching Efl Learners' Vocabulary Through Word Wall For Seventh Grade At SMPN 3 ABAB"***.

LITERATURE RIVIEW

Definiton of Vocabulary

A key component of learning a foreign language is expanding vocabulary. Without a robust vocabulary, one cannot effectively engage in writing, speaking, listening, or reading. Indeed, mastering a language becomes nearly impossible without a broad vocabulary. Vocabulary plays a vital role in second language proficiency, with one of the main goals of language learning being to grasp the meanings of words. The significance of vocabulary is on par with other language skills across all areas of language learning, making its evaluation as important as assessing other linguistic abilities. Harmer (2007) notes that there are several important aspects in mastering understanding, including word meaning, word use, word formation, and grammar. Without strong words, an idea cannot be communicated effectively. Brown (2015) defines vocabulary as a collection of words within a particular language or the words used by an individual when communicating. Since vocabulary is essentially a list, it is usually organized alphabetically. The selection of vocabulary and the methods employed in teaching it are crucial considerations. Vocabulary instruction was historically received minimal attention in second language programs. However, there has been an increasing acknowledgment of the significance of vocabulary and its role in both teaching and learning. Previously, vocabulary acquisition often took a backseat in numerous textbooks and language programs as there was no dedicated curriculum emphasizing its importance. However, the situation has changed. Now, understanding and mastering vocabulary is regarded as more essential. This statement is consistent with Harmer's (2007) view mentioned in the study by (Rachmijati, 2019), that the broader the English vocabulary mastered by students, the better their understanding of the learning material presented. Additionally, using a lot of English terminology can help students become more proficient communicators (Puntadewi, 2018).

In "Teaching English as a Foreign Language," suggests various classroom techniques to enhance vocabulary acquisition and bolster language skills, including semantic networks, rote memorization, contextual learning, and utilization of word walls. Teaching strategies are approaches applied in the learning process to achieve predetermined outcomes. According to Sarode (2018), educational strategies focus on several techniques used to help students comprehend and understand the subject matter, as well as guide them in developing realistic and achievable goals for the future. In this context, word walls are not teaching strategies themselves; rather, they serve as instructional tools that function to enrich students' vocabulary. These media support and facilitate learning, particularly in expanding mastery of relevant words and concepts, but still require the implementation of appropriate teaching strategies to optimize their use in the classroom. The use of media such as word walls becomes particularly effective when supported by teaching strategies that encourage active student engagement. For example, through group discussion activities, students can collaborate in exploring the words displayed on the word wall, understand their contextual usage, and develop critical thinking skills. Thus, media like word walls serve as visual aids that Facilitate student learning to remember, comprehend, and relate new vocabulary to their learning experiences, while the teaching strategies chosen by the teacher help maximize the utilization of these media in the learning process.

METHOD

In line with Creswell (2012), quantitative research typically employs core designs such as experimental, correlational, and survey methods. Quantitative research as a scientific approach that includes experiments and other structured techniques, focusing on control and outcome

measurement through quantifiable data. This study utilized these methodologies to evaluate the effectiveness of the "word wall" strategy on students' vocabulary performance. Two groups were established: an experimental group and a control group. Both groups took pre-tests and post-tests, but only the experimental group was exposed to the "word wall" strategy, while the control group continued with traditional instruction. The study employed a quasi-experimental design, which compared the results of the group using the "word wall" strategy with those of the group taught using conventional methods, aiming to measure the impact of the strategy on vocabulary mastery. According White and Sarbawal (2014) emphasize, this design involves choosing a comparison group that differs from the intervention group based on key characteristics identified before the intervention. The variables in this study were divided into two types: independent and dependent variables: Independent variable the implementation of word walls, this variable pertains to the method or strategy applied during the learning process. Word walls served as a resource to support language learning, designed to assist students in retaining and applying new vocabulary. Dependent variable: The improvement of Efl learners' vocabulary. This variable measured the outcome or impact of using word walls in the learning process. The emphasis was on evaluating how word walls could enhance both the amount and quality of vocabulary acquired by Efl students.

The learning materials encompassed various activities, exercises, and study guides that created an enjoyable learning experience. All study guides and activities were tailored to curriculum standards. The learning materials included texts across all curriculum areas. The researcher selected a vocabulary test as the instrument for data collection. This test consisted of questions in multiple-choice format. The questions were sourced from the English textbook for seventh-grade students titled "English for Nusantara," and 20 questions were written by the researcher. There were 40 questions in this test, all presented in multiple-choice format. Each correct answer earned 2.5 points, while incorrect answers received no points. Consequently, if a student answered all questions correctly, their score reached 100. The researchers used SPSS 29 to analyze data obtained from student exams. SPSS facilitates the execution of sample t-tests - of both independent samples and paired t-sample tests. The sample t-test was used to compare the mean scores of the experimental and control groups before and after the intervention, assessing whether there was a significant difference between the two groups. The evaluation criteria applied were in line with the assessment standards at SMPN 3 Abab.

RESULT AND DISCUSSION

The researcher evaluated the normality of the data to determine if it followed a normal distribution, a requirement for many statistical tests used in this study. Statistics show that if the results of the study show a value greater than 0.05, then it shows that the data is normally distributed. In contrast, a value below 0.05 suggests that the data may not follow a normal distribution and could adhere to a different distribution. Subsequently, the researcher evaluated the homogeneity of variance to confirm that the variances between the groups were comparable value greater than 0.05 indicates that the data is homogeneous, meaning that there are no significant differences between groups. Conversely, a value less than 0.05 indicates that the data are not homogeneous, showing significant differences in variances between groups. The results of these normality and homogeneity tests are shown in the table below, offering a clear view of the data's distribution and variability, which helps in determining if the data meet the assumptions necessary for further statistical analysis. The results regarding the homogeneity and normality of the data are shown in the following table:

	Normality Shapiro-Wilk				Homogeneity	
	Experimental Group		Control Group			
	Statistic	Sig.	Statistic	Sig.	Levene statistic	Sig.
Pre-Test	,969	,564	,938	,111	,296	,588
Post-Test	,935	,093	,936	,096	,686	,411

The Shapiro-Wilk test, as presented in the table, indicate that the pre-test data for the experimental group had a value of 0.564, which signifies a normal distribution since this value is greater than 0.05. Similarly, the post-test result for the experimental group was 0.093, also indicating a normal distribution as it exceeds 0.05. For the control group, the pre-test value was 0.111, and the post-test value was 0.096, both of which are above 0.05, demonstrating that the data followed a normal distribution in each case. Furthermore, the table shows that the homogeneity test for trials between the control and experimental groups produced a value of 0.588, indicating that the pre-test data for both groups were homogeneous, as this value is greater than 0.05. The post-test homogeneity test result was 0.411, suggesting that the post-test data for both groups were also homogeneous since this value is above 0.05. With the data confirmed as normal and homogeneous, the researcher moved forward to analyze the pre-test and post-test results for both groups. This analysis was essential for evaluating the changes brought about by the intervention and determining the effectiveness of the word wall method in comparison to traditional teaching methods. The evaluation highlighted the intervention's impact on students' vocabulary comprehension. Descriptive analyses of the vocabulary test results were also conducted.

Variable	Pre-Test		Post-Test		Mean difference pre and postexp within	Mean difference pre and postctrlwithin	T-value and sig. between pre and post exp within	T-value and sig. between pre and post cont within	T-value and sig. posttest between exp and cont
	Mean Exp	Mean Ctrl	Mean Exp	Mean Ctrl					
Students' Vocabulary Mastery	59,57	56,01	78,79	73,88	-19,259	-17,870	-18,820 <,001	-12,139 <,001	2,044 ,046

The results of the Paired Samples Test reveal a t-value of 18.820 with 26 degrees of freedom (df), calculated as N-1. This t-value surpasses the t-table value of 2.056, and the significance level (Sig. 2-tailed) is 0.001, which is below the 0.05 threshold. As a result, After using the word wall media, There was a significant improvement in students' vocabulary, as indicated by the discussion of the null hypothesis (Ho) and the alternative hypothesis (Ha), which confirmed this increase. Furthermore, the post-test results for both the experimental and control groups show a t-value of 2.044 with 52 degrees of freedom. This t-value is greater than the t-table value of 2.0096, and the significance level (Sig. 2-tailed) is 0.046, also below 0.05. Thus, a statistically significant difference exists between the post-test scores of the experimental group

and those of the control group. Consequently, The null hypothesis (Ho) is rejected due to the weakness of the alternative hypothesis (Ha). This indicates that there is a significant impact on the average difference between students who utilize the Word Wall strategy and those who do not. The findings of the study reveal that the word wall media is effective in enhancing the vocabulary of seventh-grade students at SMP Negeri 3 Abab, as demonstrated by the substantial increase in post-test scores compared to those who did not employ this method.

CONCLUSION

Based on the analysis carried out, the researcher concluded that the use of word wall media can actually increase student vocabulary growth. The data indicated that the average post-test score for students in the experimental group (78.79) was markedly higher than their pre-test score (59.53), showing a difference of 19.26 points. The t-test results, which were statistically significant with $p < 0.05$ (specifically $p = 0.001$), reinforce the acceptance of the alternative hypothesis (Ha). Furthermore, the use of word walls positively impacted students' attitudes towards learning, making them more engaged and motivated. They actively participated in class, eagerly answered questions, completed assignments, and sought clarification when necessary. This heightened enthusiasm resulted in a more effective and impactful teaching and learning experience. The researcher concluded that incorporating word walls into English instruction had been shown to enhance students' vocabulary, especially in developing their English vocabulary skills. Moreover, this approach positively influenced students' attitudes towards learning, as it fostered greater focus, engagement, and motivation in studying English, ultimately enhancing the effectiveness of their learning.

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