

## **USING WORD WALL TO IMPROVE ENGLISH VOCABULARY MASTERY: SYSTEMATIC REVIEW**

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### **ABSTRAK :**

Penelitian ini bertujuan untuk mendeskripsikan dinding kata sebagai media yang efektif untuk meningkatkan kosakata bahasa Inggris dan untuk mengumpulkan beberapa informasi yang berkaitan dengan penggunaan dinding kata pada pengajaran dan pembelajaran Bahasa Inggris. Metode penelitian ini menggunakan tinjauan sistematis. Sumber dalam penelitian ini, berasal dari 10 sumber yang terdiri dari 6 skripsi dan 4 jurnal. Teknik pengumpulan data dalam penelitian ini ialah dokumentasi melalui Google Cendekia. Artikel dan skripsi dipilih melalui kriteria inklusi dan eksklusi. Teknik analisis data yang digunakan dalam penelitian ini adalah metode analisis deskriptif. Hasil penelitian ini adalah media dinding kata sebagai media yang efektif untuk meningkatkan penguasaan kosakata berdasarkan sumber yang diperoleh. Hal tersebut dapat dilihat dari hasil para peneliti, ada perbedaan yang signifikan dalam nilai tes siswa sebelum dan sesudah menggunakan dinding kata. Skor post-test lebih baik daripada skor pre-test. Selanjutnya, media dinding kata dapat diterapkan pada kelas lima di sekolah dasar, kelas satu dan kelas dua di Sekolah Menengah Pertama. Hal tersebut menunjukkan bahwa dinding kata dapat diterapkan di semua tingkatan pendidikan, terutama di SMP.

Kata Kunci: dinding kata, tinjauan sistematis, penguasaan kosakata

### **ABSTRACT :**

This research aims to describe the word wall can be the effective media to improve English vocabulary and to collect some information relating to the use of word wall in teaching and learning English. The method of this

research was using systematic review. In this research, the sources were from 10 sources which consist of 6 thesis and 4 journals. Data collection techniques in this study are documentation through Google Scholar search. The articles and the thesis selected through the inclusion and exclusion criteria. Data analysis technique used in this research was descriptive analysis method. The results in this research are the word wall media can be the effective media to increase vocabulary mastery from the sources obtained. It could be seen from the result of researchers, there are significant differences in student test scores between before and after using the word wall. The post-test scores presented better than the pre-test scores. Furthermore, the word wall media can be applied on the grade the fifth grade of elementary school, the first grade and second grade at Junior High School. it showed that the word wall can be applied in all levels of education, especially in Junior High School.

Keywords: *word wall, systematic review, vocabulary mastery*

## **INTRODUCTION**

English is an international language because it is used throughout the world (Brown, 2000). English is an important language because most people from various countries use English as an international language to communicate with other people, and also as a medium to connect the knowledge, science, technology, politics, academics, and also education. To have good English, students have to master four basic language skills. They are listening, speaking, reading, and writing. Besides, they also have to master many important factors, such as grammar, pronunciation, and vocabulary (Allan, 1997). Vocabulary is an important factor in all language teaching (Allan, 1997). When the students communicate by using the English language, they need not only grammar but also vocabulary.

Vocabulary is the most important language aspect (Saputri, 2017). It is the primary step for the students if they need to attain their objective in learning English aptitude. Furthermore, vocabulary is basic to English dialect because without having a sufficient vocabulary, the learners will have difficulty in understanding others' mean or expressing their ideas (Putri, 2019). In fact, most students in Indonesia have many difficulties learning English, especially for mastering vocabulary. Enough vocabulary is needed for someone who wants to understand reading, dialogue, or handwriting in English. Without enough vocabulary, an individual especially a student cannot understand reading texts or producing written text. Without enough vocabulary, students cannot understand speech or make speech. In short, it is important for

somebody especially students to own adequate vocabulary to speak well clearly with one another.

Students of MTS class VII Nurul Khoir in Wonorejo are one sample that is classified as weak in mastering English vocabulary, based on a pre-observation study conducted by researcher through observation and interviews at school for two meetings. The researcher needed to know about students' mastery of vocabulary. The first, in the pre-activity, the teacher solely asked to write down what the teacher wrote on the whiteboard and after that he explained to the material and given a few questions. However, solely some students can answer that question. The second, in post-activity, the teacher asked some students concerning the subject being educated but they did not answer the questions. The researcher interviewed several students about their understanding of the English text but they failed to understand the text because it contained foreign words that had to be explained clearly to them. As a result, they prefer silence during lessons. Based on the interview of a researcher named Maulani (2019), with an English teacher at SMP Muhammadiyah Salatiga, the researcher found several problems vocabulary mastery faced by students in Indonesia, especially for seventh grade. Based on the interview, the average seventh-grade student still has difficulty in enriching vocabulary mastery. They have difficulty memorizing words, so they have a limited vocabulary (Maulani, 2019).

Teaching vocabulary is not simple. The teacher should notice the most effective media for teaching English vocabulary. Media is something that can deliver information and support English teaching-learning activity effectively (Sudiran, 2014). Many styles of media may be employed in teaching vocabulary; one among them is word wall. A word wall could be a cluster of words that area unit displayed on a wall, bulletin board, check board, or white board in school room (Cronsberry: 2004: 3). Therefore, words are written in giant fonts to be easily seen from all students' elbow spaces. The word wall is one amongst the media which will improve students' vocabulary mastery (Brabham, 2001). Additionally, this media will assist students in speaking English with others. Word wall media could be a good way to form the teaching and the learning method becomes a lot of fascinating and pleasant. It can make them interested in learning vocabulary because they can see the various colourful words displayed in large letters on a wall in the class.

The purpose of this study are to describe the using word wall that it can be the effective media to improve vocabulary mastery, and to collect some information relating to the use of word wall from the 10 sources selected through the inclusion and exclusion criteria. Besides, it is also to find out what grade of education level can apply word wall media. This research is expected to be contribute as an additional source or information the using

word wall media to improve English vocabulary mastery and showed that word wall media can be apply at the Elementary School level until the Junior High School level.

### **Literature Review**

#### *Definition of word wall*

According to Maulani (2019), word wall could be an assortment that square measures age-acceptable, classified or class, and settled on the room wall thus students can easily see and learn. She also added word wall is a list of words that are associated to each other in some ways. According to Novalia (2019), word wall media may be a good way to form the teaching and learning method become more interesting and fun. Sipayung (2019) also stated word walls are collection of words shown somewhere in the classroom that can be vocabulary significant to the students. Furthermore, Solikah (2017) said that the word wall has organized a collection of large printed words on the classroom wall. It means that word wall is one among the media that may be used to improve vocabulary mastery exploitation that words written in large fonts so that it is easily visible from all students' seating.

#### *Description of word wall*

Word wall is a bunch of words that are shown on a divider, bulletin board, check board, or white board in a classroom (Novalia, 2019). Often, word wall is shown in huge letters on a wall and used in collective classroom exercises, but smaller list of printed wall words can be used for a range of teaching exercises. She also stated that word wall may be a consistently organized assortment of words shown in massive letters on a wall or different massive display within the classroom. The teachers show designated words on a wall or bulletin board and use them because the basis of word identification studies. Word wall become a form of visual that gives students a reference for words they are going to want for routine activities and helps them to create the transition to additional freelance reading and writing.

#### *Advantages of using word wall*

There are some advantages and disadvantages of using word wall by Solikah (2019).The advantages of using word wall are to support the teaching of necessary general principals about words. To develop a growing core of words that becomes a part of a reading and writing. To create the students apply English for communication, particularly English language. To make a spread of word wall by the teacher's own word. Furthermore the teachers can choose the vocabulary topic or grammar item form an oversized database of exercise. All exercises are interactive and simple in learning English, like matching word, word association and missing letter. However, the

disadvantages of using word wall are word wall requires a long time, equipments, colors, imagination and ability to supply smart word wall (Solikah, 2019) .

## **METHOD**

This study is based on systematic literature review. Systematic literature review (SLR) is a literature review methodology that identifies, evaluates, and interprets all findings on a search topic, to answer a search question that has been previously determined (Gough, 2020). A systematic literature review is a means that of distinguishing, evaluating and interpreting all out there research relevant to a selected research question, or topic space, or interesting phenomenon (Kitchenham, 2004). Self-study (individual study) is a form of primary study, while a systematic review is a secondary study (secondary study). Systematic review is going to be terribly helpful for synthesizing varied relevant research results in order that the facts given become additional comprehensive and balanced.

In general, the stages of conducting a systematic literature review (SLR) contains three main parts: planning, conducting and reporting (Kitchenham, 2004). The description of each stage is as follows:

### *Planning*

In planning there are two steps that have to be conducted, specifically formulating research questions and developing SLR protocols. Research questions are used to guide the process of finding and extracting literature while the SLR protocol is a plan that contains the procedures and methods the researcher selected. The focus of this study is to find out whether the word wall is effective to improve vocabulary mastery. For this reason, several questions were designed 1). Can word wall be the effective media to improve English vocabulary mastery? and 2).What grade of education can apply word wall media? While developing SLR protocols in this study, the researcher used the descriptive method to explain the procedures in presenting research. The procedures used by researcher are to find out whether or not word wall can be the effective media to improve vocabulary mastery, and the grade of education level can apply word wall media.

### *Conducting*

At this stage, the SLR protocol, a plan that contains of the procedures and methods that the researcher has selected to implement the SLR. The process started with the discovered population and the result of researchers. In addition, the researcher applied procedures and methods that have been made, started from the mention of the population, and also the results of research to answer the questions that have been formulated.

### *Reporting*

The last stage is the stage of writing the results of previous related to literature in written form. The structure of writing an SLR usually consists of three main elements, specifically: introduction (main), main (main body) and conclusions (conclusions). Data collection techniques in this study are documentation through Google Scholar, Google search, and repositories. Documentation intended to get direct research data about certain things or variables in the form of notes, books, papers, articles, and so on (Arikunto, 2010). The keywords used in search are "word wall", and "English vocabulary mastery". Based on the search results obtained, there were several relevant articles from various online scientific journals and thesis results in the repository. The articles and the results of the thesis selected must meet the criteria of word wall for teaching English vocabulary mastery through inclusion and exclusion criteria. Inclusion criteria are the elements of an article that must be present in order for it to be eligible for inclusion in a systematic literature review (Meline, 2006). The inclusion criteria of this study are: (1) Included studies must have about using word wall; (2) Included studies must have been published in the last 5 years;(3) The study used a quantitative, CAR (classroom action research) methodology; (4) The results of the data obtained can indicate a significant difference between before and after using the word wall. Exclusion criteria are the elements of an article that disqualify the study from inclusion in a systematic literature review (Meline, 2006). The exclusion criteria of this study are: (1) The format article was wrong; (2) The study was published in more than 5 years. The search results found more than 25 research journals, only 10 journals that match the inclusion and exclusion criteria. From the articles and the results of the thesis, the researcher selected 6 theses and 4 of the most relevant articles.

The data source of this study is 10 sources consisting of 6 theses and 4 articles about using of word wall described in the table 1 below:

Table 1: The data source of this research

No	Authors	Titles
1.	Siska Nuzulina	The Influence Of Using Word Wall Toward Students' Vocabulary Mastery At Mts Al-Furqan Dumai
2.	Wahyuni Maghfiroh, Diyah	The Implementation of Word Wall Vocabulary to Increase Students' Mastery on Spelling Skill at English Class Students in MTsN Bangsal Mojokerto.
3.	Siti Solikah	Effectiveness of Using Word Wall to Improve Seventh Grader's Vocabulary Mastery at MTs Aswaja Tunggangri Tulungagung in Academic Year 2016/2017.
4.	Dian Rizki Nurcahyani	The Effectiveness of Using Word Wall Media Toward Students Vocabulary Mastery of Eight Grade in Mts Negeri Bandung.

*advanced from table 1*

No	Authors	Titles
5.	Tri Wulandhary	Increasing Students' Vocabulary Mastery By Using Word Walls Media At Seventh Grade Of Smp N 01 Punggur In Academic Year 2017/2018
6.	Diyah Risma Maulani	The Use of Visual aids and Word wall Media in Teaching Vocabulary Mastery of the First Grade Junior High School.
7.	Mansye Sekewael, and Wanti Josinta Maria Leni	Improving Students' Vocabulary Mastery By Using Word Walls Strategy And Alphaboxes Strategy To Understand Descriptive Text
8.	Esti Puspita and R. Muhajir	Teaching Vocabulary through Word Wall: A Qualitative Study Conducted at the Fifth Grade Students of a Public Elementary School in Bogor
9.	Resi Novalia, Fadly Azhar, and M Syarfi	Using Word Walls Media To Help Improve The Vocabulary Achievement Of The Second Year Students Of Smp Negeri 5 Tapung Hilir
10.	Rohdearni Wati Sipayung	The Effect of Word Wall Strategy on Students' Vocabulary Achievement at SMP Negeri 5 Pematangsiantar in the Academic Year 2018/2019

Generally, in research, there are quantitative and qualitative methods, then in a systematic review quantitative and qualitative methods are also available. The quantitative method of the systematic review is used to synthesize research results using quantitative. Meanwhile, looking for qualitative in a systematic review that is used to synthesize (summarize) research results that are descriptive qualitative (Kitchenham, 2004).

In this study, the data analysis technique is the descriptive data analysis. It can be a method used to describe or analyze a research result. The descriptive data analysis is the data collected in the form of words and pictures not in the form of numbers this is caused by the application of qualitative methods (Ary, 1990). In addition, the data collected is likely to be the key to what has been researched. Thus, the research report will contain excerpts of data to provide an overview of the presentation of the report. Based on the description of the stages of conducting a systematic literature review, the procedure of analyzing the data of this research are: (1) Analyzing data on average learning outcomes before and after using word wall; (2) Analyzing data of the population of the researchers; (3) Describing the analyzing data of the results and the population of the researchers.

## RESULT AND DISCUSSION

### Result

#### *The Effectiveness of Word Wall In Improving Vocabulary Mastery*

The result of the study indicated that to answer the question of whether the word wall is effective to improve vocabulary mastery, the researcher presented the results of using word wall from some sources. The first researcher was Nuzulina (2015), the result of her research can be seen from the vocabulary test scores of students enhanced from before and after using word wall media. Before being given treatment, there are 19.99% of students who succeed on tests of vocabulary and 80.01% of students unsuccessful within the test vocabulary. Meanwhile, after being given treatment, there are 83.33% of students who succeed on tests of vocabulary and 16.67% failed (Nuzulina, 2015). The second researcher was Solikah (2017), in her research, the data collected through pre-test and post-test were analyzed by using paired samples t-test with SPSS Windows 16.0. The findings presented significant differences between the results of pre-test and post-test. The mean of post-test score (84.10) was higher than pre-test score (62.40) (Solikah, 2017). The third researcher was Wulandhary (2018), in her research, the average score in pre test was 58.70 and in post test was 64.03 became 77.25. It means that in using of word walls media can increase the students' vocabulary mastery (Wulandhary, 2018). The fourth researchers were Resi Novalia. The result of their research average score in pre-test was 66,83 average scores in post-test cycle 1 was 69,16 and average scores in post-test cycle 2 was 76,66. The result of this research indicated that the word walls media could improve the students' vocabulary achievement. The fifth of researcher was Sipayung (2019), the results of student progress throughout the teaching and learning process using good wall word strategies can be seen from the average pre-test and post-test scores, the pre-test results were 42, 58 while the post-test was 91, 61. The difference in scores was significant. It means that using the word wall strategy in teaching could increase student vocabulary performance (Sipayung, 2019).

Based on the results above, the word wall can be one of the techniques in improving vocabulary mastery by teachers. Based on the information above, it presented that there was a very big difference of the test results taken by researchers before and after doing treatment by using pre-test and post-test. In the result of researcher was Solikah (2017), the researcher gave test for student before treatment (pre-test) and after doing treatment (post-test), the pre-test score was 62.40 and post-test score was 84.10. It presented that there was a significant difference between the results of pre-test and post-test. Therefore, it given that the use of word wall has a very significant effect and word wall media is effective to improve vocabulary mastery.

### *Grades Of Education Level*

To find out what grade of education level can apply word wall media, the researcher presented some sources based on the majority population who had already applied the word wall media. The first researcher was Siska Nuzulina. In her research, the population was all of the second year students of MTs Al-Furqan Dumai in academic year 2010/2011. There were two classes; class II A consists of 30 students and class II B consists of 30 students (Nuzulina, 2015). The second researcher called Wahyuni Maghfiroh, Diyah, the research subject of her research is the seventh grade of Islamic Junior High School Bangsal (MTsN Bangsal) in academic years 2016-2017 at a class which consists of 37 students (Maghfiroh, 2017). The third researcher was Dian Rizki Nurcahyani, The population in her research was all students of class VIII MTs Negeri Bandung Tulungagung. The number of population 388 students consisted of 9 classes; each class consisted of 34-46 students. The researcher took the VIII-I class as a sample of his research. This class consisted of 46 students of first grade at MTs Negeri Bandung Tulungagung. The sample consisted of 24 boys and 22 girls (Nurcahyani, 2016). Furthermore, the fourth researcher was Diyah Risma Maulani. The population of the study was the seventh-grade students of SMP Muhammadiyah Salatiga in the academic year 2019/2020. The researchers had taken two classes to find out the difference between visual aids and wall words and to compare learning experiences and vocabulary results where one class used visual aids and another class used the word wall (Maulani, 2019). The last researcher was Esti Puspita and R Muhajir. The population in this study was teacher who taught English especially in teaching vocabulary through word wall in SD Negeri Bogor Baru and the students taught were in class 5. There are two classes of the fifth grade, one was 5A and another was 5B, and each class consisted of 40 students as the sample of the research (Muhajir, 2015).

Based on the information above, the use of the word wall to improve vocabulary mastery could be one of the ways for teachers and students in improving vocabulary mastery. The results presented that word wall media can be applied on the grade the fifth grade of Elementary School, the first grade at Junior High School, the second grade at Junior High School. The grades that can apply word wall as a learning media are Primary School until Junior High School. However, the researcher found out that using word wall media is less appropriate to be applied at senior high school students because senior high school level is at the practical stage. In this research, the researcher found that the application of word wall is more frequently applied on Junior High School.

Based on the several research results, including in the research conducted by Wulandhary (2018), the findings presented that the use of the media was very effective in improving students' mastery of English vocabulary

that would be useful in mastering reading, writing and speaking skills. From those studies, the data generated were very consistent. There is a significant comparison of vocabulary test scores on students' vocabulary mastery before and after the implementation of word wall. This is due to the high frequency words displayed on the word wall media in the classroom so that the students see and read them at any time. By displaying learning material media, students are able to create a learning process accidentally (unconscious learning) because students can see material at any time. Thus, the learning process will occur even it is not during study hours. The result is that planned learning outcomes can be achieved well.

### **Discussion**

The research questions from this study are intended to understand that the word wall media is can be one of media to improve English vocabulary mastery. As presented by the results of this study, literature review reveals data collection, data analysis, and results. The results presented the significant differences before and after using the word wall. The post-test scores presented better than the pre-test one in order that using of word wall media can be one of media to improve vocabulary mastery. In the result of researcher was Maulani (2019), that the writer given test for student before treatment (pre-test) and after doing treatment (post-test), Based on paired sample test on pair 1, the score -to <-tt (-6,457<-2.073) and the significance (0.000<0.05). It means there was the difference between the mean score of pretest and post-test in the experimental group that using visual aids and word walls (Maulani,2019). It showed that word wall media can be the effective media to improve English vocabularymastery.

In the opinion of researchers who have applied the word wall that the use of the word wall can create a positive vocabulary learning environment and displaying a simple word wall can already interest students when they enter the class, and send a message that the material is important and must be mastered. The word wall media can create an effective learning environment if it can be utilized optimally by the teacher (Wulandhary, 2018). The grade level education that can apply to use word wall is Junior High School, even it can also be applied at the Primary School. It seen from the population of the researchers, the result of research "Effectiveness Of Using Word Wall to Improve Seventh Grader's Vocabulary Mastery at MTs Aswaja Tunggangri Tulungagung in Academic Year 2016/2017." that the writer taken the population of her research was all the students of eight excellent classes at MTs Aswaja Tunggangri consisting of 90 students. The sample of this research is class of VII A consists of 27 students (Solikah, 2017).

## CONCLUSION

Based on the results of previous research and research discussion, it can be concluded that the use of wall word can be the effective media to improving students' mastery of English vocabulary. It can be seen from the many distinction of students' test results (pre-test and post-test result) taken from some sources after using the word wall media. As in the result of research entitled "The influence of using word wall toward students' vocabulary mastery at mts al-furqan dumai" Before the treatment was 19.99% pass and 80.01% of students fail within the test vocabulary. Meanwhile, after being given treatment, there are 83.33% of students who succeed on tests of vocabulary and 16.67% fail. It means there was the vocabulary test scores of students enhanced from before to after treatment was given (Nuzulina, 2015). It showed that word wall media can be the effective media to improve English vocabulary mastery. The teacher can use the word wall media as the media which could be applied in teaching English vocabulary. It is appropriate to be applied to students in Junior High School level education and even to the Primary School one.

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