.

The Use of Wordwall Media to Enrich Students Vocabulary Size in EFL Class

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Abstract

This research aimed at finding out the process and perception of students in the use of wordwall media to enrich the size of students' vocabulary in the EFL class. The research used a qualitative case study method in conducting the research. Participants of this study is students of the seventh grade at Junior High School, students aged about 12-13 years who will be selected as research subjects. The data collection technique in this study is observation checklist and interview, the data analysis technique used in this study is a descriptive analysis method. The result of this study is The results showed that word wall media is the right medium in enriching students' vocabulary and helping students find out the names of objects in class according to their vocabulary and make it easier for students to memorize vocabulary. Students have no difficulty in using wordwall media in vocabulary learning, and they are very enthusiastic about feeling very happy, enjoy, not bored because the word wall media with colorful writing is pasted on the wall. Most seventh graders have positive responses about the use of word walls in learning vocabulary in junior high school. This can be seen based on pictures and words that are matched by students appropriately this media makes students very interested and easy to memorize some difficult vocabulary and also students' perception of word wall media is that students can enrich vocabulary and more easily understand it some vocabulary.

Keywords: *Vocabulary, Wordwall Media, and Students Perception*

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INTRODUCTION

One of the important components of languages to learn English is vocabulary, because it has a primary role and it affects the four language skills that are listening, speaking, reading and writing. Vocabulary is basic component in learning English because when the students learn English, they must know vocabulary first. Vocabulary is the collection of words that an individual know. If learners can master of vocabulary, so they will understand the reading text, they can write and they can speak a language. The students who do not master a sufficient number of vocabularies will fail in using language either in oral or written form.

Besides, teaching vocabulary is one of many ways to improve English competence of the students who are learning English. Teaching vocabulary is such

an important task in teaching English because vocabulary achievement is related to all language learning and it is of concern to all four language skills. The difficulties in learning English include the aspect of the vocabulary itself. The students' difficult to remember the word, to spell, and to understand the meaning of the word they got. Therefore, the students must be aware of the vocabularies. The students also have lack of interest in learning English and they need a media to improve their interest. In teaching English vocabulary itself, media are helpful for the students because through the media students are able to understand more what the teacher teaches.

Word wall is effective media applying for students, because the working principle of word wall media is stuck the vocabulary on the wall with a large size that allows students to see from a distance. Villaume and Brabham (2001) Kiger and Cooper (2003) states that word wall is a collection of high-frequency sight words that are appropriate for particular age, classified into group or categories and located on wall of a classroom for children to easily see and learn. Novalia (2019) says that word wall is a great way to make the teaching and learning process becomes more interesting and enjoyable. Besides that, word wall is wonderful because it is a systematically organized collection of colorful words displayed in large The previous study that has already discussed about word wall by Kadaruddin (2020) on their research entitled "Word Wall Media: An Effective Teaching Technique to Enrich Student Vocabulary at secondary education level (A case study of the second grade of Darul Arqam Islamic Junior High School Ponrewaru)". In this study the researcher was conducted these aspects the application of word wall media as a technique to overcome the difficulty of learners in mastering English vocabulary. In addition Saputri and Ismiyati (2020) also stated in his research on " Using Word Wall To Improve English Vocabulary Mastery: Systematic Review (A case study of the second grade students of MTS Nurul Khoir in Wonorejo). This research focuses on the word wall media as an effective medium for increase vocabulary mastery. For this reason, students' perception is needed in knowing the ability of vocabulary sizes in EFL classes through word wall media. However, there hasn't been much research into the use of word wall media in enriching the Vocabulary Size of students is still under-reported. To fill this gap, this research will investigate on how the process of the use word wall as media in enriching EFL students' size and the students' perception of the use of word wall in enriching EFL Vocabulary Size.

In reality, a large number of students in junior high schools have learning difficulties in remembering English vocabulary because teachers still use the old method in the process of teaching and learning English, especially in understanding and memorizing new vocabulary that usually teachers simply introduce new English words to students and ask them to look for definitions in the dictionary. Another problem is that many too students do not bring a dictionary in English

classes. As a result, the teaching process and learning English is inefficient. In fact, understanding vocabulary in general is considered an important part of the process of learning a language. One can't express a language or communicate if they do not understand the vocabulary of the language. As due to their lack of understanding, a relatively inadequate vocabulary also makes they often have difficulty understanding and memorizing the meaning of words. Seeing how important the role of English is in human life what else in this era of globalization, teachers must be able to develop creativity and be able to create a fun English learning. It is in this context that the learning medium finds its importance. Because if implemented appropriately and creatively, media will be an effective means to arouse sensory totality in learning. Learning media that has the main function of increasing student motivation, preventing student boredom in following a learning process and strengthening student understanding.

Understanding the new vocabulary at Junior High School is very unique because use of word wall media based on chapters and relevant learning the results obtained are also good and the students are very enthusiastic. It's all because their English teachers use a word wall media in mastering vocabulary. The teacher makes learning media by introducing several types of objects in the classroom and then students are given directions to paste and match vocabulary according to the objects that have been affixed to the blackboard. In learning resources English teachers use "When English Rings a Bell (2017), Class VII." vocabulary development with the right medium will be able to expand and improve vocabulary comprehension. Words are capitalized and using colored inscriptions, then pasted on the wall based on objects. There are results of the use of phrase wall media in enriching vocabulary in Junior High School: students' vocabulary increased compared to before; they can express and know the meaning of objects in the classroom in English fluently because they already know a lot of vocabulary; at first they thought English is difficult then it turns into fun and fun, they are very excited and enthusiastic when they want to learn and not be shy or confident as they try to come to the front of the class to answer the question.

The purposes of this study is to how the process use word wall media in enriching vocabulary at Junior High School, and the student perception about the used of Word Wall Media. To reach purpose this research, the researcher sets out two questions below:

1. How is the process the use of word wall media in enriching EFL Vocabulary Size?
2. What are the students' perception to the use of word wall in enriching EFL Vocabulary Size?

Vocabulary Teaching Technique

Regarding the importance of mastering vocabulary, the teacher should seek some effective ways of teaching vocabulary because the teacher plays an important

role in the teaching and learning process. Harmer and Marlina in Surni (2011) states that there is some example of activities which can be used in teaching, they are presentation, regalia, picture, action, enumeration, explanation, and translation. The criteria of good technique for teaching vocabulary divided into three criteria. Firstly, interest the learners. Secondly, make learners give attention to the form of the meaning of the word. Thirdly, give change or application. By looking at these statements, researchers chose to use the word wall as a suitable and effective medium for teaching vocabulary.

Definition of Word Wall

A word wall is an interactive collection of words or parts of words used to teach vocabulary, spelling, letter-sound correspondence, and more. Word walls are used as a tool to teach language concept. According to Marzano, Robert J. (2004), Word Wall is an ongoing, organized display of key words that provides visual reference for students throughout a unit of study or term. These words are used continually by teachers and students during a variety of activities. There are ways to make efficient word wall, practical and memorize easily. Word wall is interactive media in classroom to advocate learning of listening, speaking, reading and writing. By using word wall method is expected that students could increase understanding of the English vocabulary without depend on the use of a dictionary or even the meaning of the word given by the teacher. The use of the Word Wall Strategy in teaching vocabulary can lead the students to actually use the language. As they improve their knowledge of words and their meanings in different contexts, they build confidence and become more active learners. According to Cronsberry (2004: 3)" A word wall is a group of words thatare displayed on a wal1, bulletin board, chalkboard, or whiteboard in a classroom.The words are printed in a large font so that they are easily visible from all studentseating areas.These words are reffered to continually throughout a unit or term bythe teacher and students during a variety activities".

METHOD

The researcher uses a case study research design research is one type of qualitative research. A case study is used to identify a certain phenomenon, collecting data based on words, analyzing the data for description using text analysis form and interpreting the more significant meaning of the findings. Moreover, a case study seeks to understand individual actors or groups of actors" perceptions of events (Cohen et al., 2012). Therefore, this study has a qualitative purpose of discovering the students perception on the use of wordwall media to enrich students vocabulary size in EFL class.

RESULT AND DISSCUSION

This chapter describes the data and research results. Teacher introducing seventh graders to the use of wordwall media to enrich students' vocabulary. The data description is about students' perceptions of the use of word wall media to enrich vocabulary in junior high school. It is obtained from observation checklists and interviews.

The process the use of word wall media in enriching EFL Vocabulary Size

In this part, the researcher observes the data from the students of VII class at Junior High School. In assessing a learning process using a wordwall, researcher use the Observation Checklist to collect information about process use word wall as media in enriching Vocabulary in Cronsberry theory which states that "Assess students learning through their use of the targeted vocabulary in the larger scope of their classroom activities and assessments" so that researchers use An observation checklist to assess student mastery of the word wall words:

NO	ACTIVITIES	DISTRIBUTION	
		NO	YES
A.	**Pre-activities**		
1.	Students pay attention to the teacher when the teacher does the opening in the class such as greeting and absent		✓
2.	Students participate actively when the teacher will carry out the learning process		✓
3.	Students engage and invole in real communication with teacher and other peers		✓
B.	**Main activities**		
4.	Students pay attention to the teacher's explanation		✓
5.	Students pair the words on the wall in alphabetical order		✓
6.	Students are able to move the correct words so that they are intrinsically engaged by actively, creative, and participatory nature of word wall activities.		✓
7.	The students understand the meaning of words that they say		✓
8.	The students pronounce the words well	✓	
9.	Do the students have difficulty in spelling?	✓	
10.	Assess students' increased vocabulary by looking at their ability to use word wall words effectively & accurately		✓
C.	**Post activities**		
11.	Assess students' understanding of key concepts inherent in the words by their ability to answer terminology-based questions on a test		✓
12.	Students are able to conclude the learning material		✓
13.	Students pay attention to the teacher when giving an evaluation followed by praying and saying closing greetings		✓

Adapted from Cronsbery (2004)

This meeting was held on September 1, 2022 at Junior High School in Karawang. Before English classes begin, the teacher prepares the materials and

begins the class with the greetings of the students and checks their attendance records. This teaching activity the conference is almost the same as the previous learning activity conference, but in the conference, the teacher teaches the next chapter, Chapter 4.The material revolves around the theme of "Learning the Pronunciation of the Names of Things in the Classroom". First the teacher began to repeat the previous lesson. The material is delivered after the teacher repeating the previous lesson, after which the teacher prepares the media by pasting the relevant pictures about chapter 4, namely "Learning the Pronunciation of Names of Objects in Class" and also asked students to match the pictures and words that had been provided by the teacher as many as 30 pictures. In the first step, the teacher instructs students to create a group based on the name of the animal then if there is a group that wants to come forward to answer the group must make a sound or shout first based on the voice of the group animal, for example, the group of cats when they want to answer please make a sound of "meow' Based on the results above, it can be concluded that the word wall is written in color uppercase letters along with the pictures affixed, making students very enthusiastic and helping students understand some vocabulary, the word wall media can memorize vocabularyeasier and faster, students use word wall media to enrich vocabulary without any difficulty, they feel very happy, interested, enjoy and not bored because The Media Word Wall is attached to the wall with colorful text.

Student Perceptions of the Use of Word Wall to Encrich Vocabulary Students

To obtain more valid data, researchers interviewed several grade VII students in Junior High School. Researchers ask questions related to student perceptions about the use of word wall media in vocabulary mastery in junior high school students.

For the first question in this interview, researchers asked students if this media wordwall made them feel interested in learning vocabulary. Based on the results of the interview, most students are very interested in learning vocabulary using wordwall media, media is able to make students easy to understand and know some vocabulary. Reason because they are very interested and like to match the images that are written with words, this makes it easier for students to see and understand the vocabulary. These media can make them easier and faster because of the word wall media, memorizing terminology is very interesting with colorful writing on the wall and can also add new vocabulary.

The second question in this interview, the researcher asked the students about their feelings about learning vocabulary with word wall media. Most of the students said that this word wall media was so exciting and fun that it made their voices hoarse because they shouted scrambling to come forward. this makes learning english vocabulary fun.

The third question in this interview, researchers asked students if they enjoyed learning vocabulary using word wall media. Most of the students said that they really enjoyed learning because they liked to see the shape of the picture about the objects in the classroom that were affixed to the whiteboard. In addition, they can more easily see and memorize known vocabulary.

The fourth question in this interview, researchers asked students about the benefits they get from learning vocabulary using word wall media. most students say that this medium can add to their english vocabulary.

The sixth question in this interview, the researcher asked the students if the wordwall medium could help them in enriching vocabulary. Some students say that being able to add new vocabulary they also say that what they didn't know before is meaning and now they know what it means.

The seventh question in this interview, the researcher asked the students whether or not this wordwall medium gave them an advantage in learning vocabulary. Most of the students said that this word wall media gives them an advantage because they think it can be easier to understand vocabulary. Wordwall media can give them more meaningful learning and is easy for students to follow.

The last question in this interview, the researcher asked the students about whether they had any difficulties during the study of vocabulary using word wall media. Most of the students said that they had no difficulty in using the word wall word medium in master vocabulary because they can more easily see words and also can memorize it. In addition, they can more easily learn known vocabulary especially vocabulary in the classroom. Most of them say that they feel very exciting, happy, enjoy, not bored because of the colorful word media wall the writing pasted on the wall. They are also happy because with the word wall media they can enriches their vocabulary, and can make them confident when they speak English in front of the class.

From the data interview above, there are some student findings perception of the use of word wall media in vocabulary learning, such as: Words wall media makes it easier for students to understand some vocabulary, word wall media can make it easier and faster to memorize vocabulary, students also have no difficulty when learning English vocabulary by using word wall media, and they feel very enthusiastic, happy, enjoy, not bored because of the media wall of the word with colorful colors writing pasted on the wall (whiteboard).

DISCUSSION

In this section, the researcher discusses the finding of the research and the theories. The researcher explains based on the research focus on this study.

The process of using word wall media in enriching vocabulary

Based on the results of observations, interviews, and documentation, researchers concluded that teachers use word wall media through word walls. Lists pictures with corresponding verbs written in uppercase on colored paper and pasted on the wall. For example, drawings of books, pencils, erasers then students are instructed to match the drawings and words next to their definitions. This is to make it easier for students to memorize and be able to recognize objects.

According to Gursky (2002:1), the word wall is a systematic arrangement of a collection of words displayed in uppercase letters on the wall of the classroom or other large displays. According to Cronsberry (2004:3), a word wall is a group of words that hang on a wall, on a bulletin board, on a blackboard, or on a chessboard in a classroom. According to students in junior high school this media

is very fun making it easier for students to remember some difficult vocabulary. **Student Perceptions of the Use of Word** Wall to Encrich **Vocabulary Students**

Seventh grade students at Junior High School have a positive view of the use of word wall media applied by English teachers. Most students agree that learning vocabulary by using word wall media can make it easier for students to enrich and understand some vocabulary. Then, word wall media can make it easier and faster in memorizing vocabulary. According to Southerland (2011), a word wall is a tool or media that can be an excellent strategy or technique in the teaching and learning process, mainly to assist students in memorizing a large amount of vocabulary in enrich of vocabulary. Word Wall Media makes it easy and quicker for them to remember vocabulary. After that, Students have no difficulty using the word wall media while learning vocabulary, and they feel very happy, happy, enjoy, not bored because the word wall media with colorful writing is pasted on the wall. Ramadhan and Zaharani (2021) stated that word wall media is the right medium not to make students boring and vocabulary is easier to understand. From the above, the reason is because the position of the word wall is on the wall, and writing vocabulary using a colorful piece of paper with uppercase letters keep students interested.

CONCLUSION

Based on the findings and discussions that have been analyzed from observations and Interview. From most of the steps of the student, can concluded that word wall media is the right medium for vocabulary learning. They can see a picture based on a word written in color capital letters on a colorful piece of paper, very interesting and makes it easy to memorize some difficult vocabulary; and enriching the vocabulary and also from the students' perception of the wordwall media, it can be seen from the feeling of seventh graders that the word wall media can help them understand some vocabulary, the word wall media can memorize vocabulary easier and faster, students use word wall media to master vocabulary without any difficulty, they feel very enthusiastic, exciting, fun, Enjoy, not bored because they learn vocabulary with Wall Media attached to the wall with colorful text.

SUGGESTIONS

Regarding the results of this study, the researcher would like to gives some suggestions for teacher and futher researcher: Researcher found that word walls are a very appropriate medium for learning English, especially vocabulary. The reason is because the word wall media can make it easier for students to understand vocabulary and memorize vocabulary faster; Word wall media can enrich students' vocabulary, students do not have difficulties when using word wall media in mastering vocabulary and also, they feel very enthusiastic, happy, enjoy, fun, and not bored when learning English. Therefore, researchers advise English teachers to use wall word media in learning vocabulary teaching and the researcher suggests for further researcher that they can enrich and improve the study about learning vocabulary with word wall media toward other grade levels, by using quantitative research method, exactly experimental design and hopefully this research could be a reference.

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