



Students' Responses to the Implementation of Word Wall in Vocabulary Learning

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Article Info	Abstract
Article History Received: 2022-07-24 Revised: 2022-08-18 Published: 2022-09-01 Keywords: <i>Word Wall Technique;</i> <i>Students' Response;</i> <i>Vocabulary Learning.</i>	Vocabulary is one of the main elements in English. because mastery of vocabulary is very important in learning English, one method that can be used in teaching vocabulary is through word walls. The purpose of this study was to describe the responses of class VIII students in one of the junior high schools in Karawang using the word wall technique in vocabulary learning. This study was conducted to see whether the use of word walls is effective in learning vocabulary. The design of this research uses a case study. These results indicate that the use of vocabulary in vocabulary learning gets a positive response from students. They feel that by using the word wall their vocabulary increases and they are motivated to continue learning English. But there are drawbacks to the use of word walls in vocabulary learning, namely, it takes a long time to make word walls and the cost is quite expensive. To conclude, using the word wall technique in students' vocabulary learning positively affected them; it improved their vocabulary learning and motivated them to continue using it.
Artikel Info Sejarah Artikel Diterima: 2022-07-24 Direvisi: 2022-08-18 Dipublikasi: 2022-09-01 Kata kunci: <i>Teknik Word Wall;</i> <i>Respon Siswa;</i> <i>Pembelajaran Kosakata.</i>	Abstrak Kosakata adalah salah satu elemen utama dalam bahasa Inggris. karena penguasaan kosakata sangat penting dalam pembelajaran bahasa Inggris, salah satu metode yang dapat digunakan dalam pengajaran kosakata adalah melalui word walls. Tujuan dari penelitian ini adalah untuk mendeskripsikan respon siswa kelas VIII di salah satu SMP di Karawang menggunakan teknik word wall dalam pembelajaran kosakata. Penelitian ini dilakukan untuk melihat apakah penggunaan word walls efektif dalam pembelajaran kosakata. Desain penelitian ini menggunakan studi kasus. Hasil ini menunjukkan bahwa penggunaan kosakata dalam pembelajaran kosakata mendapat respon positif dari siswa. Mereka merasa bahwa dengan menggunakan word wall kosakata mereka bertambah dan mereka termotivasi untuk terus belajar bahasa Inggris. Namun terdapat kekurangan dari penggunaan word walls dalam pembelajaran kosakata yaitu membutuhkan waktu yang lama untuk membuat word walls dan biaya yang cukup mahal. Kesimpulannya, penggunaan teknik dinding kata dalam pembelajaran kosakata siswa berdampak positif bagi mereka; itu meningkatkan pembelajaran kosa kata mereka dan memotivasi mereka untuk terus menggunakannya.

I. INTRODUCTION

In this globalization era where English has become the international language used widely, students are expected to be proficient in spoken and written English. However, Indonesian students prefer to use their first language to communicate daily since they lack vocabulary proficiency (Sartika, 2017). Coady & Huckin (1997) stated that vocabulary is an important element if someone wants to communicate using English. without grammar, only a few meanings are conveyed while without mastery of vocabulary one will not be able to communicate with foreigners (Wilkins, 1972). Thus, students' vocabulary proficiency affects a lot on both their ability in English spoken and written since it is a fundamental element in learning English.

Students' vocabulary affected their ability to understand text, speak their opinion, or even write down their idea (Misrawati et al., 2020). In addition, most English teachers still use a dictionary to learn new vocabularies, which often makes students quickly exhausted and less motivated in the vocabulary learning process. Knowing this problem, English teachers must find a new way to teach vocabulary memorization to students where the process is fun and can make them interested in doing their vocabulary learning.

Of many ways to teach vocabulary learning, there is a technique called word wall, which is easy to apply and interactive to be implemented for the students. The word wall technique could help students to categorize their vocabularies,

remember and spell words, and even see patterns and relationships of those words (Syam, 2015). According to Getman (2001) stated that word wall is an effective and useful method for students to add new vocabulary, be more confident with their abilities, and finally they can explore their English skills. In addition, the word wall technique will enhance students' ability to memorize vocabulary and organize sentences since it provides a rich environment of various essential words for the students (Zaharani, 2021). Callella (2001) also said that the use of word walls is an effective way of learning English, especially vocabulary. There have been many studies conducted regarding the word wall technique, and most of them had positive outcomes. Zaharani (2021) researched the effect of the word wall method on students' writing ability, and the result was a significant improvement in students' learning using the word wall method since they acquire new vocabularies that help them in their writing. Aritonang (2010) in Syam (2015) also studied focusing on improving students' achievement in vocabulary learning through word walls, and the result showed it was a practical, enjoyable, and exciting way to learn vocabulary for the students since it improved students growing essence of words and provide reference aid for students during their reading and writing. In addition, Misrawati, Nurjannah, & Mursidin (2020) finished research to investigate whether the word wall technique can improve students' mastery and make them interested in learning vocabulary. Their result showed that the word wall technique is effective and makes the students easily remember the word by using the word wall technique. Thus, the researchers determined to investigate students' responses to vocabulary learning through the word wall technique to understand their thoughts regarding the implementation of the word wall technique to learn new vocabularies.

II. METHOD

This study was conducted through a case study with four students of eight-grade junior high schools in Karawang as the participant. The data collection technique for this study was an interview, observation, and documentation. In addition, the instrumentation was the interview guideline and observation checklist. Therefore, the instructional procedure adopted from Wagstaff (1999) where the teacher asks students to read the prepared descriptive text; the teacher

prepares word wall learning materials or media such as markers, glue, and cardboard to write vocabulary; the teacher gives instructions to students to find unfamiliar words from the descriptive text and the words obtained by students must be placed on the word wall media; after finding unfamiliar vocabulary, the students wrote the vocabulary on the word wall; and after writing unfamiliar vocabulary, the students were asked to come forward to read the vocabulary they got. After the data was collected, the researcher analyzed the data according to (Braun and Clarke, 2006). The researcher familiarized themselves with the data, generated initial codes, searched for themes, reviewing themes, defined and named themes, then wrote the report.

III. RESULT AND DISCUSSION

A. Results

1. The word wall technique improved and motivated students' vocabulary learning

"I think learning English vocabulary using word walls can improve my vocabulary because the media is interesting, so I am interested in reading the words on the word wall. The situation in class is not dull because students are active in the learning process. Learning vocabulary using word walls motivates me to continue learning English because this media is very easy to apply. Moreover, it seems I will also make this media at home to make it easier for me to memorize new vocabulary". (Student 01)

"Yes, miss, I think when learning English vocabulary using this word wall learning media can improve my vocabulary because I feel more active and enjoy learning in class using this media. After I learned vocabulary using word wall media, I was motivated to make some word wall media with a collection of vocabulary that I rarely hear and I paste it on the wall of my room so that every time I look at the wall, I can also memorize the vocabulary". (Student 02)

The statement from interviews with student 01 and student 02 showed that the usage of the word wall technique in vocabulary learning improved students' vocabulary and even motivated them to learn more using this technique. The students even stated that they would implement this learning technique outside the classroom to keep improving their vocabulary.

2. The advantages of vocabulary learning with word wall technique

"The advantage of learning vocabulary using the word wall is that students become more active in learning because attractive media displays make students not quickly bored in class. We can also read the words on the word wall remotely". (Student 02)

"The advantage of learning vocabulary using word walls is that it makes memorizing vocabulary easier, and the exciting media makes students more active in learning". (Student 04)

The statement from interviews with student 02 and student 04 showed that the advantages of using the word wall technique in vocabulary learning are the fact that students are more active in their learning and become less boring since the word wall media have an attractive display which makes the vocabulary memorizing process easier. The word wall technique also allowed the students to read the unfamiliar vocabulary written on the wall from any classroom angle.

3. The disadvantages of vocabulary learning with word wall technique

"The disadvantage of learning to use a word wall is that it takes a long time because it takes a long time to put the vocabulary on the word wall and spends much money to buy the materials". (Student 01)

"The disadvantage when learning vocabulary using word walls is that it takes quite a long time to stick cardboard on this media, Mrs". (Student 03)

The statement from interviews with student 01 and student 03 showed that the disadvantages of using the word wall technique in vocabulary learning are the fact that it took quite a long time to implement the media since they need to write the unfamiliar word to the paper/cardboard before sticking them to the wall. In addition, the cost needed for this media is quite expensive.

4. The difference in using word wall technique in vocabulary learning

"I think the difference I feel while studying without using a word wall is that learning in class becomes boring because learning is just like that. Learning using a word wall makes me more active in class because the media is interesting". (Student 01)

"I think learning without word wall media is boring, Mrs, while learning using word wall is more fun and many students are active in class. After learning word wall media, I feel happy because the learning is not boring, the media is interesting and has many colors, and we can read vocabulary remotely. In my opinion, an attractive media display helps the learning process to be more enjoyable. (Student 02)

"Yes, Mrs. There is a difference in the learning process before using the word wall. Usually, the teacher only explains the material and gives the task, making me quickly bored with learning. But when I learn to use the word wall, I feel more active in learning. I think the thing that helps in the learning process is the media, which is easy to use, and the media is interesting". (Student 03)

"I think the difference in learning before using the word wall is that it is easy to get bored in class, but the classroom atmosphere becomes more fun, and students become more active. I am delighted to learn vocabulary using word wall because the media is interesting, so it is not easy to get bored in the learning process. The learning media that very interesting and unique helps so much". (Student 04)

The statement from interviews with student 01, student 02, student 03, and student 04 showed that before they knew the word wall technique in vocabulary learning, the learning process quickly bored them since the teacher only explained the material and gave them tasks. Meanwhile, they feel happier and more active after using the word wall technique in their vocabulary learning since the media is fun, attractive, full of colors, interesting, enjoyable, unique, and easy to use.

B. Discussion

Based on the findings mentioned above, several results will be explained regarding the students' responses to vocabulary learning through the word wall technique. The first one is the fact that the word wall technique improved their vocabulary learning (Misrawati et al., 2020). The students feel that their vocabulary was significantly improved after learning with the word wall technique (Zaharani, 2021). This technique even motivated them to keep using the word wall technique to learn new vocabulary outside the classroom. They stated that they were going to make their own wall at home to discover

many new vocabularies. This change was caused by finding number four, where the students agreed that the word wall technique improved and motivated them to learn vocabulary since the media is attractive and easy to use, making them enjoy the learning process without getting bored quickly (Misrawati et al., 2020). In addition, Henrichs (2011) word wall is an attractive media and has a good display of words, the use of word walls in vocabulary learning helps teachers to improve students' vocabulary mastery, because students become easier to understand words and meanings. The second one is the advantages and disadvantages of using the word wall technique in learning vocabulary. The students stated that the advantages of using the word wall technique in learning vocabulary are that the class becomes less tedious and they become more active in the learning process since the media is attractive and colorful, it makes them easily memorize the vocabulary (Syam, 2015; Zaharani, 2021). They also stated that since the vocabulary on the wall is quite large, they can read the vocabulary everywhere in the class, allowing them to check the vocabulary every time they want. As for the disadvantage is that this technique took quite a long time to implement since they needed to write the unfamiliar word on the paper/cardboard before attaching them to the wall. In addition, the expense needed for this media is quite pricey.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

After completing this research, it can be concluded that the word wall technique positively affected students' vocabulary learning since the media was attractive, easy to use, and successfully made them interested in learning vocabulary. Knowing this, many teachers may consider using the word wall technique to teach vocabulary learning so the students will be more active and motivated while learning the vocabulary.

B. Suggestion

This related discussion is still very limited and requires input, suggestions for the next writer are to study more deeply and comprehensively about Students' Responses to the Implementation of Word Wall in Vocabulary Learning.

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