

CHAPTER I

INTRODUCTION

1.1 Background

Mastery of vocabulary is a fundamental aspect of learning a language because it serves as the foundation for understanding, speaking, reading, and writing. This is supported by the opinion Darma *et al.* (2023) vocabulary one of language components become a basis to the learners for making them can speak, read, listen and write. In language learning, vocabulary is important to be taught to students. Vocabulary plays an important role to improve the four skills; reading, writing, listening, and speaking. Through vocabulary, the students can interpret the meaning and forms of written language in the form of words, sentences, and paragraphs they read. Therefore, vocabulary has become part of learning English both at the Junior High School and Senior high school levels. Although vocabulary is a fundamental aspect of language learning, many students still struggle to acquire sufficient vocabulary in English, which can hinder their ability to excel in the subject.

At SMAN 6 Palopo, the students of the 10th - grade face challenges in mastering English vocabulary. Various problems affect this, such as the lack of engaging methods and the lack of opportunities for students. Students tend to feel less motivated in learning when the methods used are considered monotonous and less relevant to the times. Conventional teaching methods that do not align with their learning styles can reduce interest and engagement in the learning process. On the other hand, the use of technology that they are already familiar with, such as interactive digital platforms, can enhance students' interest and participation in learning. In the current technology era, digital platforms are an effective teaching tool for students. Students' engagement and comprehension of the topic being studied are increased when they use digital platforms to participate more actively in the learning process.

In the context of English language learning, digital platforms enable students to develop reading, writing, listening, and speaking skills through various interactive features, such as quizzes, educational videos, text-based exercises, and conversation simulations. One of the digital platforms that can be utilized is Word

Wall application, which provides various interactive game-based activities. One of the digital platforms that can be utilized is Word Wall application, which provides various interactive game-based activities. According to Aribowo (2021), Word Wall is a website-based application which can be used to create learning media such as quizzes, matchmaking, pairing, anagrams, word randomization, word search, grouping, etc.

The researcher choose the Word Wall application because it is the most suitable platform for English vocabulary learning. This application allows teachers to create exercises that focus on the introduction and understanding of vocabulary in a fun and accessible way for students. Through its interactive features, Word Wall application helps students memorize and understand the meaning of words in various contexts, as well as improve their ability to remember and use new vocabulary effectively.

In addition, Word Wall application have the advantage of flexibility, where teachers can customize the types of games and difficulty levels according to the needs of the students. This platform also supports game-based learning, which can enhance student motivation and engagement in the learning process.

Based on the background above, the researcher conducted research about “The Use of Word wall Effective to Improve Students’ English Vocabulary Mastery at the Tenth Grade of SMAN 6 Palopo”

1.2 Problem Statement

Based on the background of the above problem, the issues in this research can be identified as follows: is the use of Word Wall can improve students’ english vocabulary mastery at the tenth grade of SMAN 6 Palopo?.

1.3 Objective of the Research

In relation to the statement of the problem, the purpose of this research is: to find out the use of Word Wall in improving students’ English Vocabulary mastery at the tenth grade of SMAN 6 Palopo.

1.4 Significance of the Research

1. For Teachers

To provide new and more effective teaching methods for students in the current digital era. That can certainly motivate students to learn and improve their vocabulary.

2. For Students

Motivating students to learn and improve their English vocabulary mastery through engaging and interactive methods.

3. For future researcher

To assist future researchers in conducting a more detailed study The Use of Word wall in Improving Students' English Vocabulary Mastery at the Tenth Grade of SMAN 6 Palopo and also as a reference regarding Vocabulary learning innovations at the high school level.

1.5 Scope of the Research

Based on the problems faced by students, namely the lack of interactive methods that make students unenthusiastic in the learning process, especially in mastering vocabulary. The researcher only focuses on the effectiveness of using a Word Wall in improving English vocabulary mastery. Some of them are adjectives, nouns, and verbs.

1.6 Operational Definition

1. Vocabulary is a collection of words known by someone in a particular language. vocabulary is an important part of language and communication.
2. Vocabulary mastery is a person's ability to recognize a word with its meaning and use these words effectively in various contexts. Mastery involves understanding and allowing someone to communicate fluently.
3. Word Wall application is a teaching tool that visually displays words to support vocabulary development and language learning. It is commonly used in classrooms to enhance students' reading, spelling, and comprehension skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent of Ideas

1. Vocabulary

a. Definition of Vocabulary

According to Hornby (1989:959) "Vocabulary is the total number of words containing specific concepts possessed by a person in what rules are used to combine them being a language."

Kurniawan, S. S., & Sabata, Y. N. (2022) states that vocabulary is one of the important elements in a language. We will not be able to speak the language well if we do not master it. Even how well we learn grammar, how good the sound of foreign language is mastered, without words to express a wider range of meanings, communication in the foreign language just cannot happen in any meaningful way.

According to Handayani (2021) The first lesson that students must learn is vocabulary, because by using vocabulary, learning language skills becomes easier and will be useful in achieving language teaching goals. Muhammad *et al.* (2021) states that vocabulary is very important for learning English both as a second language and a foreign language. EFL learners need to have a wide vocabulary to learn and master listening, speaking, reading, and writing skills well.

Based on the explanation above, the researcher got to draws the conclusion that, vocabulary is very important for language learning because vocabulary consists of words that have concepts, thus forming a language. Therefore, vocabulary is the foundation of effective communication. Even if we learn the grammar or pronunciation of a language, if we do not study its basics, it will be useless. How easy it would be if we learned from the basics to develop language skills and effective communication.

b. The Importance of Vocabulary Mastery

According to Ridayani (2024) students can learn the four language skills: listening, speaking, writing, and reading through vocabulary. Therefore, vocabulary mastery determines the mastery of the four language skills. Students who have a strong vocabulary can communicate well and be easily understood.

Mastery of vocabulary is very important for junior high school students during the process of learning English because vocabulary connects the experiences that students have and plays a crucial role in their language development.

Rahmasari, F. (2021), states that It is undeniable that vocabulary mastery is very important in learning English, not only in speaking but also in writing and reading. The mastery of vocabulary by students can be developed naturally through their life experiences according to their needs and education. It means students cannot understand what they read, students cannot understand what they write, students cannot comprehend what they hear, and students cannot speak if they do not have a mastery of vocabulary. Ghonivita, Y. *et al.* (2021), mentions that the goal of vocabulary mastery is for students to have good language skills in language proficiency. This depends on the quantity and quality of vocabulary mastered by the students. The more vocabulary students can master, the better they will use the language.

Based on the explanation above, the researcher got to draws the conclusion that vocabulary mastery plays a fundamental role in developing the four skills of students, namely reading, writing, listening, and speaking. Vocabulary mastery enables students to communicate effectively, understand texts, and express their ideas or thoughts, and even connect their experiences or daily activities.

c. Teaching Vocabulary

Elmahdi & Hezam (2020) explains that Teaching vocabulary is one of the most frequently encountered tasks because it is fundamental in English language teaching. It means vocabulary teaching is a fundamental aspect of learning English, especially for foreign learners who often encounter English as an international language in their daily lives.

Brown & Payne (1994) identify five steps in the process of learning vocabulary in a foreign language:

- 1) Finding sources for encountering new words.
- 2) Finding a clear understanding of the new type of word, either visually or auditorily, or both.
- 3) Finding the meaning of the words.

- 4) Forming a strong memory connection between the form and meaning of a words.
- 5) Use the words.

Elmahdi & Hezam also explains that teachers face problems during the teaching and learning process, which becomes the focus of the teacher on how to teach students to achieve satisfactory results. Elmahdi & Hezam added that teachers must have modern and varied techniques that need to be understood in order to be applied to students. Selviana (2021) states that technique is a method, tactic, or tool used to achieve a goal quickly. The technique must be aligned with the method and consistent with it. According to Ersan Sanusi in Selviana (2021), there are several techniques concerning the teaching of Vocabulary. The techniques are:

- a) Visual: Gains and Redman state that "there are three forms of visual techniques; 'reality, images, and memes or signals.'" Reality refers to the use of real objects brought by students to class. This can also be applied to memorizing written material. Students can describe what they read or associate physical sensations with specific words found in the reading.
- b) The use of illustrative situations, synonyms, antonyms, scales, definitions, and categories is part of the verbal method.
- c) Using techniques in vocabulary learning must also consider various elements of the learning process, such as the teacher's ability, the student's ability, and time allocation.

From the statement above, it can be concluded that Teaching vocabulary is an important aspect of learning English, especially for foreigners who use the language on a daily basis. There are various phases involved in learning vocabulary, such as coming across new words, comprehending and determining their meanings, forming associations with them in the mind, and applying them. Teachers are urged to use a variety of contemporary methods, although they frequently encounter difficulties in this process. These strategies include verbal ones like employing definitions, synonyms, and antonyms, as well as visual ones like using actual things, pictures, and signs. Time management, student aptitude,

and teacher proficiency should all be taken into account when teaching vocabulary.

d. Kinds of Vocabulary

Vocabulary that serves as the foundation of language learning has several types. According Smirnov V. V. & Mosiagina G. (2020) there are two kinds of Vocabulary as follows:

- 1) Passive vocabulary is vocabulary that is known and understood by students but is rarely or cannot be used. Passive vocabulary is vocabulary that students understand when reading and listening but do not use when writing or speaking. Passive vocabulary is vocabulary that students understand when reading and listening but do not use when writing or speaking.
- 2) Active vocabulary consists of words that students understand and use when speaking or writing.

An example of a passive word that is rarely or even never used is "exquisite" or its active counterpart "very beautiful". Passive words are usually found in novels or articles but are not used in daily life, whereas active words can be found in our daily lives.

According to Hiebert and Kamil (2005:3) there are four kinds of Vocabulary as follows:

- 1) Oral vocabulary, words that we know when we speak or read are called oral vocabulary.
- 2) Print vocabulary, printed vocabulary consists of words whose meanings we know when writing or reading silently.
- 3) Productive vocabulary, words that are well-known, familiar, and frequently used are productive vocabulary that someone can use when writing or speaking.

From the statement above, it can be concluded that among the four types of vocabulary mentioned, there is a relationship between language skills, namely reading, writing, listening, and speaking.

2. Word Wall

a. Definition of Word Wall Application

According to Malik (2020) in Word Wall application is one of many interactive media, web-based, that attracts attention because it is fun to use. Khairunisa, Y. (2021) explains that a application called Word Wall, which is the focus of this research, provides various network-based game and quiz features that teachers can use to present material evaluations. Khairunisa, Y. added that the application developed by the United Kingdom-based company, Visual Education Ltd, is suitable for teachers because in the Word Wall application, teachers can create learning assessment methods.

Syamsidar *et al.* (2023) mentions that Word Wall serves as a medium to help students master vocabulary. Idrus *et al.* (2021) explains that with the Word Wall media, students can be helped in understanding vocabulary without looking at the dictionary or the meanings provided by the teacher.

Based on the explanation above, the researcher got to draws the conclusion that Word Wall is a web-based gamification tool that can help teachers improve students' vocabulary mastery.

b. Theoretical Foundation: Sociocultural and Constructivism Theory

The theoretical foundation of this research is based on two main learning theories: Sociocultural Theory and Constructivist Theory, both of which emphasize an active, meaningful, and social learning process. These theories provide a strong basis for the use of Word Wall as an interactive medium to support students' vocabulary mastery.

According to Vygotsky (1978) Sociocultural Theory, learning occurs effectively through social interaction and collaboration. He introduced the concept of the Zone of Proximal Development (ZPD), which refers to the difference between what a learner can do independently and what they can achieve with the help of others. In a classroom setting, tools like Word Wall serve as mediators to support learners within their ZPD. The interactive games and group activities provided by Word Wall allow students to interact with classmates, receive feedback from teachers, and build their vocabulary in a meaningful social context.

Completing this, the Constructivist Theory, developed by Jean Piaget (1972) and supported by Vygotsky, suggests that learners actively construct their own knowledge through experience and reflection. Word Wall supports this by offering experiential and student-center learning, where learners interact with words through categorization, matching, and repetition in a visual format. These features encourage deeper cognitive processing and help students build meaning from the vocabulary they encounter.

In conclusion, the integration of Sociocultural and Constructivist theories supports the use of Word Wall in vocabulary teaching, as it encourages students to actively engage, collaborate, and build understanding through meaningful interactions with content and classmates.

c. Some Features Word Wall

Khairunisa, Y. (2021) states that There are 18 (eighteen) game features or templates, namely:

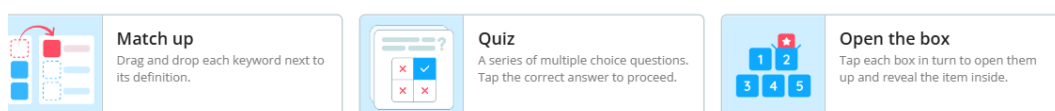
1) Match Up feature, a drag-and-drop game used to match functions or definition, 2) Open the Box feature, a game where players guess the contents of a box by tapping on the available boxes, (3) Random Cards feature, a game of guessing automatically shuffled cards, 4) Anagram feature, where users arrange letters into the correct order based on a specific word, 5) Labelled Diagram feature, which involves arranging images by dragging and dropping to match the correct labels.

In addition, there is 6) Categorize feature, a drag-and-drop game where answers are placed into appropriate columns or categories, 7) Quiz feature, a multiple-choice quiz game that tests user understanding, 8) Find the Match feature, a game that matches answers with the correct images, 9) Matching Pairs feature, a game of tapping tiles to find matching pairs, and 10) Missing Word feature, a drag-and-drop activity where players insert the missing words into the correct blanks within a sentence.

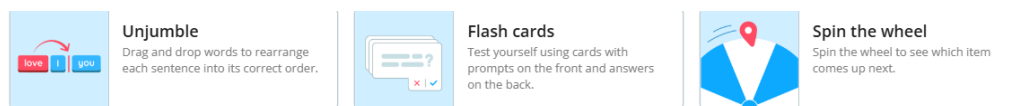
Other engaging features include 11) Wordsearch feature, a game to find hidden letters in a grid to form specific words, 12) Rank Order feature, a drag-and-drop game where players arrange items in the correct sequence, 13) Random Wheel feature, a spinning wheel game that randomly selects a challenge or

question, 14) Group Sort feature, a drag-and-drop activity used to sort answers into their respective groups, and 15) Unjumble feature, a game for rearranging words or sentences correctly using drag and drop.

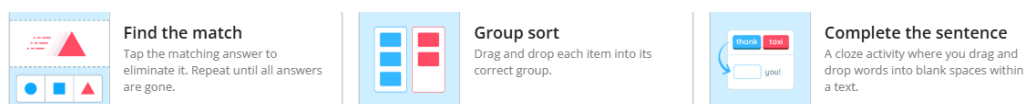
Finally, there are more advanced and interactive games such as 16) Gameshow Quiz feature, a multiple-choice game with time limits, limited lives, and bonuses, 17) Maze Chase feature, a game where the player runs toward the correct answer while avoiding enemies, and 18) Airplane feature, a game where players fly a plane toward the correct answer using touch controls or keyboard arrows, while avoiding incorrect options.



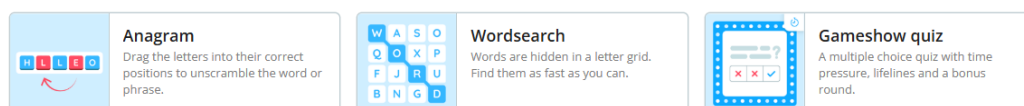
Picture 2. 1 Match up, Quiz, Open the box Features



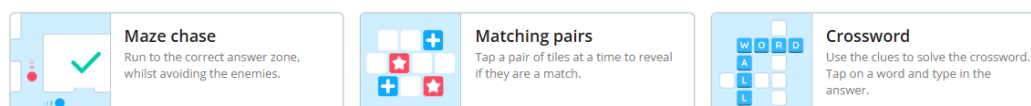
Picture 2. 2 Unjumble, Flash cards, Spin the wheel features



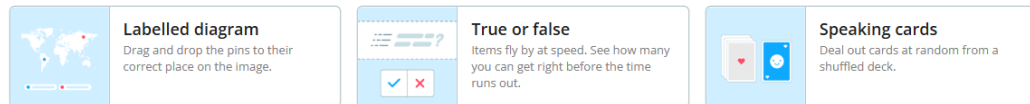
Picture 2. 3 Find the match, Group sort, Complete the sentence features



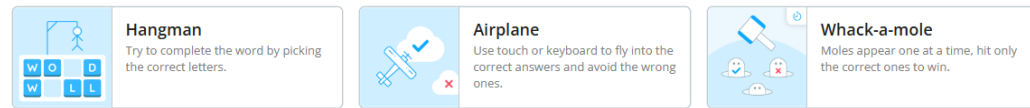
Picture 2. 4 Anagram, Wordsearch, Gameshow quiz features



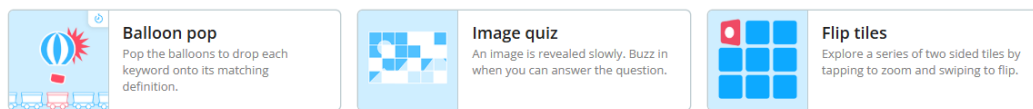
Picture 2. 5 Maze chase, Matching pairs, Crossword features



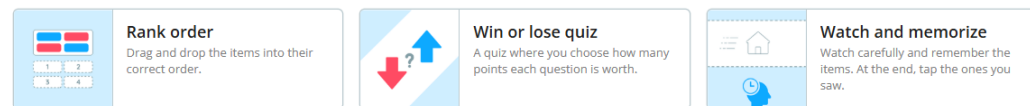
Picture 2. 6 Labelled diagram, True or false, Speaking cards features



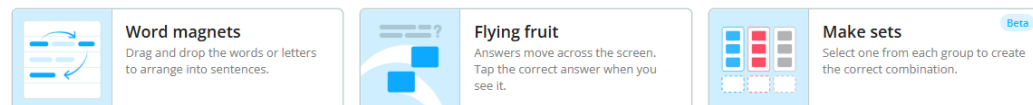
Picture 2. 7 Hangman, Airplane, Whack a mole features



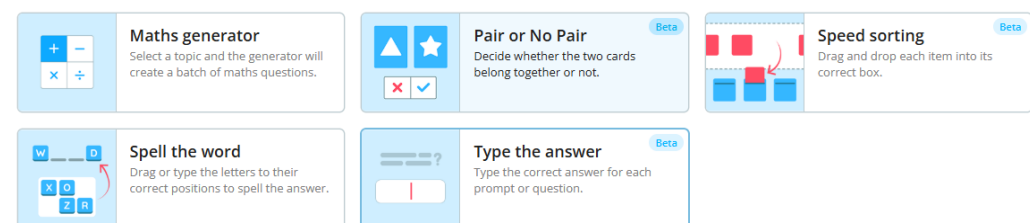
Picture 2. 8 Balloon pop, Image quiz, Flip tiles features



Picture 2. 9 Rank order, Win or loose quiz, Watch and memorize features



Picture 2. 10 Word magnet, Flying fruit, Make sets features



Picture 2. 11 Maths generator, Pair no pair, Speed sorting, Spell the word, Type the answer features

d. Advantages of Word wall

Word Wall media has some benefits on the implementation. According to Shiddiq, J. (2021) the advantages are:

- 1) The simple and straightforward design makes Word wall's features and templates easy to understand for beginners.
- 2) Word Wall has a feature that allows all students to play the same game simultaneously on their respective devices, which is multiplayer, and the teacher will supervise the gameplay.
- 3) Learning becomes interesting and enjoyable so that students do not get bored with the learning media used.
- 4) Making it easier for teachers to utilize creative and innovative learning media.
- 5) Easy to use and applicable on both laptops, PCs (Personal Computers), and gadgets. In addition, it can be accessed anywhere and anytime.

It can be conclude that Word wall is an easy-to-use, accessible learning tool with a simple design, multiplayer features, and creative templates. It makes learning engaging, prevents boredom, and helps teachers implement innovative teaching methods.

e. Disadvantages of Word wall

In an application, there are certainly advantages and disadvantages. If the above are the advantages. Shiddiq, J. (2021) states that these are disadvantages

- 1) The font size cannot be changed in Word wall, so it follows the existing template.
- 2) There are no colors on the screen to create an interesting visual effect; the initial uncolored display model of Word wall only uses blue.
- 3) New users can only use the five available game models, but if they want to add more, they need to purchase a subscription—Rp 36,000 per month for the standard category or Rp 54,000 per month for the pro category. By subscribing, you can add unlimited game models and use features that are not available in the trial category.

In conclusion, Word wall has some limitations, including fixed font sizes, limited color options, and restricted game models for free users. To access more features, users must subscribe to a paid plan.

2.2 Previous Study

Many studies have also examined improving vocabulary, they are as follows:

1. A study conducted by Nofita Tamba, Fiber Yun Almanda Ginting, and Anna Stasya (2022) entitled “Improving Students’ Vocabulary Mastery Through The Application of Word Wall Strategy to The Tenth Grade Students of SMA GKPI Pamen Medan” used a Classroom Action Research (CAR), which was performed in two cycles (cycle I and cycle II) and each cycle consisted of three meetings, excluding pretest and posttest. The instruments of collecting data are vocabulary tests, field notes, observation sheet, documentation, and questionnaire. The results of vocabulary tests showed that the mean of the students’ score increased continuously from pretest is 59 with 15% of students who got score >75, in formative test in cycle I is 67.63 with 45% of students who got score >75, and in the posttest is 83.33 with 91% of students who got score >75. It showed that there is a significant mean score increase from pretest to posttest, namely about 76%. The field notes, observation sheet, photograph evidence and questionnaire showed that the students are interested in the learning teaching processes through the application Word Wall Strategy. It was found that Word Wall Strategy could improve students’ vocabulary mastery. Based on the previous studies above it can be concluded that
2. Purwitasari (2022). Conducted research with the title “The effectiveness of Wordwall Application in Improving Students’ Vocabulary Mastery at MTsN 4 Magetan” applied quantitative approach and used the quasi-experimental design. To collected the data , the reseacher used pre-test and post-tes. Then to analysis it, the researcher used independent sample t-test formula to know there was significant difference between the students who are taught using wordwall application and those who are not using wordwall application. The result of the analysis data showed that in the experimental group the mean score of pre-test is 66.09 and the post-test is 84.13 while in the control group the mean score of pre-test is 61.54 and the post-test is 75.19. From the data it can be seen that the mean score of the posttest at the experimental group is higher than the mean score of the post-test at the control group. Then, in the

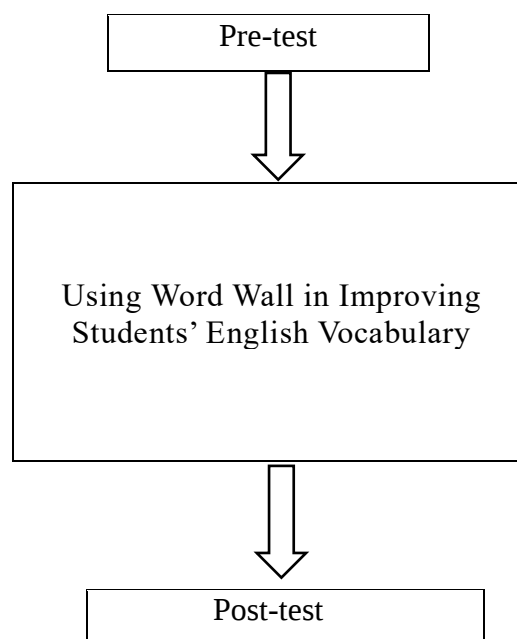
result of this research showed that the value of Sig (2-tailed) is 0,003 less than 0,05. Based on the analysis of the data and hypothesis, the result of calculation found that the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. Therefore, it can be concluded that wordwall application can improve the vocabulary mastery of the seventh grade students at MTsN 4 Magetan. In conclusion, the researcher conclude that using wordwall application as a learning media is effective, can develop the students' interest and active in learning English.

3. A study conducted by Rizka Amalia Az Zahrah and Khoirul Anwar (2023) entitled “The Effect Using Wordwall Game Applications to Improve Student’s Vocabulary in Chumchon Ban Phanokkhao School” applied quantitative approach and used the quasi-experimental design. The data collection method was carried out through a pre-test, treatment, and post-test. Analysis of the data presented in this study by comparing the values of the pre-test and post-test (paired sample t-test). The results of this study are;(1) there is a significant difference in means from the pre-test and post-test for each class VII (pre = 75.00, post = 92,27), VIII (pre = 78,57, post = 92,14), IX (pre = 76,92, post = 90,00);(2) there is a difference in the average pre-test, and posttest learning outcomes with a sig value of 0.000is less than 0.05 ($0.000 < 0.05$). It concludes that the word wall application is effective in increasing English vocabulary.

According to the previous studies mentioned above, they are all care with vocabulary as well. Many media can be used in learning and teaching vocabulary especially to increase students’ vocabulary. This research is similar to the researcher’s research which uses Word Wall application, but differs in terms of the design and sample, namely using pre-experimental design with one group at the tenth grade of SMAN 6 Palopo.

2.3 Conceptual Framework

The conceptual framework in this research as follow:



Based on the framework above, it can be explained that the researcher would give a pre-test to the tenth grade students of SMAN 6 Palopo to see the students' vocabulary ability with the score obtained before being given the treatment. then the researcher will use Word Wall as an interactive learning medium. The last stage after giving the treatment the researcher will give a post-test to the students to see the students' vocabulary ability with the score obtained after being given the treatment.

2.4 Hypotheses

1. H0 : Using Word Wall is not improve students English vocabulary mastery at the Tenth Grade of SMAN 6 Palopo
2. H1 : Using Word Wall is improve students English vocabulary mastery at the Tenth Grade of SMAN 6 Palopo

Hypotheses testing:

1. If p-value (2-tailed) $< \alpha$ (0.05) then H0 is rejected and H1 is accepted
2. If p-value (2-tailed) $> \alpha$ (0.05) then H0 is accepted

Based on the criteria above, it can be concluded that if significant (2-tailed) lower than ($\alpha = 0.05$), it indicates that H_1 is accepted. It means that the using of Word Wall media is effective to improve students' vocabulary at tenth grade of SMAN 6 Palopo. Meanwhile, if significant (2-tailed) is higher than ($\alpha = 0.05$), it indicates that H_0 is rejected. It means that the using of Word Wall media is not effective to improve students' vocabulary at tenth grade of SMAN 6 Palopo.