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**WORD WALL TECHNIQUE: A SOLUTION FOR TEACHING  
ENGLISH VOCABULARY**

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**Abstract:** The research was aimed to know the influence of Word Wall Technique towards students' vocabulary mastery, and to know whether the average score of the students' vocabulary mastery which is taught through word wall technique higher than which is taught through direct instruction. In conducting the research, the writer used experimental method. The population in this research was the students at the second semester of tenth grade at SMKN 9 Bandar Lampung with 222 students in 7 classes. The sample of this research was two classes, one class was SIJA 2 as experimental class there were 28 students, and another class was SIJA1 as the control class there were 28 students. In determining the sample, the writer used cluster random sampling technique. In collecting the data, the writer used vocabulary test. In analyzing the data, the writer used test formula. Based on the data analysis, the students who were taught through Word Wall technique get higher score than those who were taught through direct technique. It can be seen from calculating of the result of the hypothesis testing and average score of the experimental class that was higher than the control class. The average score of experimental class is 64.21 and the average score of the control class is 52.79. It also can be seen at the significance level 0.01 and 0.05 the test was higher than table ( $t_{test} > t_{table}$ ), that is  $3.20 > 2.66$  for significance level 0.01 and  $3.20 > 2.00$  for significance level 0.05. Therefore, there was positive influence of Word Wall technique towards students' vocabulary mastery at the tenth grade of SMKN 9 Bandar Lampung in 2022/2023.

**Key Word:** Word Wall Techniques, Vocabulary Mastery

## **INTRODUCTION**

Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone will also have a limited understanding in terms of speaking, reading, listening and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly. Sometimes it is difficult to grasp the ideas transmitted to them. The acquisition of a large number of vocabularies can help the students read, speak, listen and write. A good vocabulary and ability to use words correctly and effectively can help the students make school work easier and more rewarding and also many tests that they take in school include vocabulary questions. The more vocabularies they know the better their chance to do well on an English test.

There are many techniques that can be used by the English teacher to teach vocabulary. One of the techniques is Word Wall. Word Wall Technique is an interesting technique to teach vocabulary. In this technique,

the students are read some stories, if the students find the new words; they should be placed the word on the word wall to learn. After they read, the class review or practice the words, reviews such as when the teacher asks the students to "read the wall", then they find the new word on the word wall and they understand the meaning.

Vocabulary mastery is the ability to master the total number of words with those statements, indeed. Vocabulary is very fundamental for anyone who wants to speak or produce any utterance or at least for reading and listening. Vocabulary is an important factor in using language.

Based on the results of research at SMKN 9 Bandar Lampung, researchers found several obstacles when students carried out activities to memorize vocabulary lists. Students find it difficult when they translate English into Indonesian. Students also cannot understand the meaning of words properly and students' vocabulary mastery also needs to be improved. Because the students only know the common vocabulary. For example, like the word that is tiktok, instagram and the familiar vocabulary.

Based on background of problem above, to improve the students' vocabulary mastery, the researcher applied Word Wall Technique in teaching vocabulary. So the researcher will be proposed a research entitled "The Influence Of Using Word Wall Technique Towards Students' Vocabulary Mastery At The Tenth Grade of SMKN 9 Bandar Lampung in 2022/2023."

## METHODS

In the research the researcher uses a quasi-experimental method. Quasi experimental method is a type of experimental research but without random assignment of individuals. It means that the researcher used two classes which are taken randomly as the sample of the research, the first class is the experimental class which is taught by using Word Wall Technique and another class is control class which is taught by using direct instruction at the same level and the research focused on vocabulary mastery.

## RESULT

### Result of Normality

The result of computation of normality test can be seen as follows:

Experimental Class	$\chi^2$ ratio	$\chi^2$ table (0.05)	$\chi^2$ table (0.01)	Conclusion
	6.46	7.81	11.3	
Control Class	$\chi^2$ ratio	$\chi^2$ table (0.05)	$\chi^2$ table (0.01)	Conclusion
	2.72	7.81	11.3	

Based on the result of the calculation above, cell (1) consists of 28 students who were taught by using Word Wall Technique (n=28). It was obtained at significance level of 0.05 and also 0.01 that  $\chi^2_{ratio} < \chi^2_{table} = 6.46 < 7.81 < 11.3$ . Since  $\chi^2_{ratio} < \chi^2_{table}$  therefore, the criterion was accepted. It means that the data have normal distribution.

Based on the result from the calculation on cell (2) which consisted of 28 students who were taught by using Direct Instruction (n=28). It was obtained at significance level of 0.05 and also 0.01 that  $\chi^2_{ratio} < \chi^2_{table} = 2.72 < 7.81 < 11.3$ . Since  $\chi^2_{ratio} < \chi^2_{table}$  therefore, the criterion was accepted. It means that the data have normal distribution. It is also shown on the figure below:

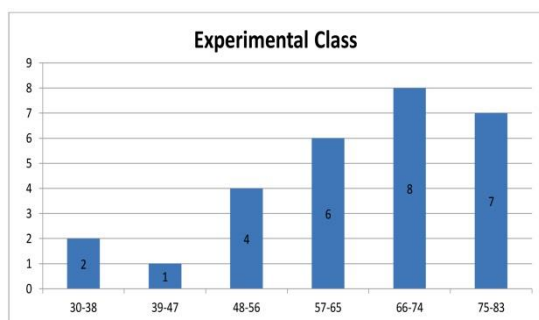


Figure 1. Data of Histogram and Polygon in Experimental Class

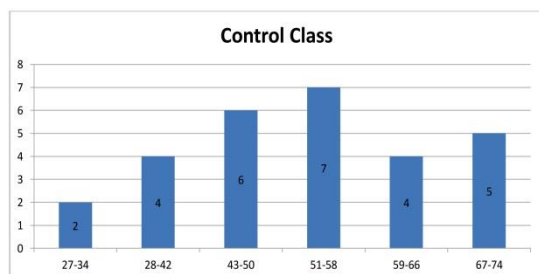


Figure 2 Data of Histogram and Polygon in Control Class

### Result of Homogeneity

After analyzing the normality of the data the researcher analyzed the homogeneity of the data which can be seen that  $F_{ratio}$  was 1.18.  $F_{table}$  at significance level of 0.05 was 1.88 and 0.01 was 2.47. Therefore,  $H_a$  was accepted and  $H_o$  was rejected ( $1.18 < 1.88 < 2.47$ ). It means that the variance of the data in experimental class and control class were homogenous.

### Result of t-test

The result of applying shows that  $t_{test} = 3.20$  and from the distribution table for the significance level 5% to known  $T_{table} = t (1 - 1/2 \alpha) = 2.00$  and the significance level of 1%

known  $T_{table} = t (1 - 1/2 \alpha) = 2.66$ , it means that  $t_{test} > t_{table}$   $H_a$  was accepted.

The null hypothesis ( $H_o$ ) was rejected. It means that there was significant influence of using Word Wall towards students' vocabulary mastery at the tenth grade of SMKN 9 Bandar Lampung in academic year 2022/2023.

In this case, the researcher needs to compare the result of normality data mean scores of the two classes. The mean of the scores of the experimental class was 64.21, while the mean of the scores of control class was 52.79. It can be concluded that Word Wall Technique high influence toward students' vocabulary mastery.

### DISCUSSION

Based on the analysis of the data and the testing hypothesis the researcher found the result that the null hypothesis ( $H_o$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. The research findings showed that  $t_{test} > t_{table}$  ( $3.20 > 2.00 > 2.66$ ). So  $H_a$  is accepted. Therefore, Word Wall was good method to influence students' Vocabulary mastery.

The researcher did the research at the tenth grade of SMKN 9 Bandar Lampung and was divided the class in two classes. The first class was the experimental class and the second class was the control class, it consisted of 56 students from 2 classes. The researcher asked the students to find the difficult vocabulary based on the text provided.

The researcher taught Word Wall Technique in experimental class and to make sure it was better than another strategy or technique, he was collected the data in control class. In control class, the researcher taught direct instruction to make difference.

The students were asked to find the difficult vocabulary and understand the meaning of the text given.

In this case, the researcher can prove the hypothesis that Word Wall has influence to be applied in the tenth grade, especially in teaching vocabulary mastery. The findings of this research related to a theory stated by (Allen Janet 2007), in book of "Inside Words: Tools for Teaching Academic Vocabulary" word wall can work in variety of ways to support reading, writing, and talk in classroom. It is clear that the use of Word Wall

Technique is good for teaching learning vocabulary mastery.

From the result above, it is clear Word Wall Technique helps students to overcome their problem in vocabulary. Vocabulary skill is important to be mastered, but if there is a good media, technique or strategy, the students would not too hard to master it. Based on the result, it can be concluded that Word Wall Technique is very recommended for the teacher who wants to influence the students' vocabulary mastery. The use of Word Wall Technique in vocabulary mastery in line with the strategies for improving vocabulary suggested by Tracy E. Dennis (2013: 10), word wall is a teaching tool used to enhance literacy by displaying a collection of common vocabulary/sight words. It can be concluded word wall can increase students' vocabulary. According to Jennifer Cronsberry (2004: 1) by using Word Wall Technique, the students will get many advantages. They are: provide an approach to meaningful teaching of vocabulary with an emphasis on student engagement and higher level thinking skills; build vocabulary, thereby improving reading comprehension and writing style;

reinforce understanding of subject-specific terminology with a focus on students internalizing key concepts; help students improve spelling and awareness of spelling patterns; provide visual cues for students; encourage student independence when reading and writing.

## CONCLUSION

Based on the result of the data analysis and hypothesis test, the researcher concluded that:

1. There was an influence of using Word Wall Technique toward students' vocabulary mastery at the tenth grade of SMKN 9 Bandar Lampung in academic year 2022/2023. It can be seen that the result  $t_{\text{test}} = 3.20$ ,  $t_{\text{table}}$  for  $\alpha = 0.05$  is 1.67 and for  $\alpha = 0.01$  is 2.39 ( $3.20 > 1.67$  and  $2.39$ ).
2. The average score of students' vocabulary mastery who learned vocabulary by using Word Wall higher than that of those who learn through direct instruction. It can be seen that the average score experimental class was 64.21 and the average score of control class was 52.79.

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