

THESIS

**INCREASING STUDENTS' VOCABULARY MASTERY THROUGH
WORD WALL APPLICATION AT THE EIGHTH GRADE STUDENTS
OF MTS GUPPI MEKKATTA**



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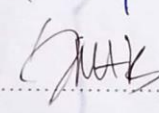
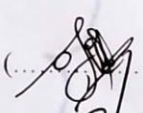

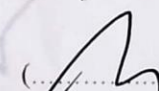
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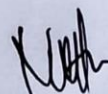
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ABSTRAK

NURFADILLAH, 2025. *“Meningkatkan penguasaan kosakata siswa melalui aplikasi word wall”*. Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025

Tujuan dari penelitian yang dilakukan oleh peneliti adalah untuk mengetahui apakah penggunaan media word wall app efektif atau tidak untuk meningkatkan penguasaan kosakata siswa kelas VIII MTS GUPPI MEKKATTA Tahun Ajaran 2024/2025. Jenis penelitian ini adalah quasi experimental design dan metode yang digunakan adalah metode kuantitatif. Populasi penelitian ini terdiri dari 39 siswa VIII A sebagai kelas eksperimen dan siswa VIII B sebagai kelas kontrol. Pre-test dan Post-test diberikan kepada kelas eksperimen dan kelas kontrol. Untuk hasil pre-test untuk kelas eksperimen adalah 58,68 dan kelas kontrol adalah 57,50. Sedangkan hasil post-test untuk kelas eksperimen adalah 86,00 dan kelas kontrol adalah 71,84. Hasil perhitungan uji-t menunjukkan bahwa terdapat perbedaan yang signifikan. Hasil analisis menunjukkan bahwa sig (2- tailed) sebesar $0,00 < 0,05$ yang berarti H_0 ditolak dan H_1 diterima. Hal tersebut berarti bahwa terdapat perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol setelah diberikan perlakuan. Oleh karena itu dapat disimpulkan bahwa penggunaan Wordwall efektif untuk meningkatkan penguasaan kosakata siswa. Kemudian untuk hasil kuesioner menunjukkan bahwa siswa memiliki persepsi positif terhadap penggunaan Wordwall dalam pembelajaran Bahasa Inggris dengan rata-rata persentase sebesar 92,35% yang masuk dalam kategori positif. Oleh karena itu, Wordwall dapat dinyatakan sebagai media pembelajaran yang efektif untuk meningkatkan pengalaman belajar siswa, menciptakan suasana belajar yang menyenangkan, meningkatkan motivasi, dan keterlibatan siswa.

Kata kunci : Word Wall, penguasaan kosakata

ABSTRACT

NURFADILLAH, 2025. "Increasing Students' Vocabulary Mastery Through a Word Wall Application." Thesis. Majene: Faculty of Teacher Training and Education, West Sulawesi University, 2025

The purpose of this research was to determine whether the use of a word wall app is effective in improving vocabulary mastery of eighth-grade students at MTS GUPPI MEKKATTA in the 2024/2025 academic year. This study used a quasi-experimental design and a quantitative method. The population consisted of 39 students from VIII A as the experimental class and students from VIII B as the control class. Pre-tests and post-tests were administered to the experimental and control classes. The pre-test score for the experimental class was 58.68, while the score for the control class was 57.50. The post-test score for the experimental class was 86.00, while the score for the control class was 71.84. The t-test results showed a significant difference. The analysis results show a sig (2-tailed) of $0.00 < 0.05$, which means H_0 is rejected and H_1 is accepted. This means that there was a significant difference between the experimental and control groups after the treatment. Therefore, it can be concluded that the use of Wordwalls is effective in improving students' vocabulary mastery. Furthermore, the questionnaire results showed that students had a positive perception of the use of Wordwalls in English learning, with an average percentage of 92.35%, which falls into the positive category. Therefore, Wordwalls can be considered an effective learning medium for enhancing students' learning experiences, creating a fun learning environment, increasing motivation, and increasing student engagement.

Keywords: Word Wall, Vocabulary Mastery

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is a basic element that a student must master before learning a language. Without mastery of sufficient vocabulary, then ideas cannot be conveyed. Students must know the meaning of the vocabulary, can spell the vocabulary correctly, can use it vocabulary correctly in sentences and can be pronounced correctly. Some problems in students' vocabulary mastery are very diverse starting from errors in spelling, pronunciation, and choosing the right words in write or speak. According to Azizah (2020), mastery of vocabulary will also support students' activities in expressing themselves opinions, as well as expressing aims and objectives.

Learning vocabulary very important part of learning English. If a speaker makes a mistake in grammar, it may be wrong but we can understand what the speaker' mean. Vocabulary important part of develop language skills that are being learned . The more extensive knowledge of vocabulary or vocabulary a person, will also affect ability to communicate well and ability to communicate well and fluently with a selection of vocabulary that is more varied but right on target. According to Sunardi , et al, (2020), a person must have a vocabulary that is sufficient enough to be able to understand what is read and heard,able to speak and write with the right words words so that the information conveyed can be understood by others.

Vocabulary plays a crucial role in developing skill and is a major determinant of English proficiency. Therefore, vocabulary instruction has become an important part of language teaching. According to Afzal (2019), that to improve other skills such as reading, writing, listening, grammar, and speaking it is important to have a good English vocabulary treasury because vocabulary is the foundation that allows students to articulate their thoughts and understand the information

received. So, vocabulary acquisition is key part of English learning that affect students ability to understand and use English more efficiently.

Based on observations and interviews conducted with one of the english teacher at MTS GUPPI MEKKATTA. The teacher said that students at the school face several problems in learning English, one of the significant problems is the lack of vocabulary. Lack of vocabulary can affect all skills in English, namely speaking, reading, listening and writing. Other information obtained from the observations and interviews was that in learning the teacher only uses conventional teaching methods, such as lectures, and the use of technology in learning English is limited to online dictionaries.

Student's like the lesson English so they will respond and work on the questions given by teacher with pleasure so that maximum learning results will be obtained . on the other hand , if from the start the students are not interested and don't like it English lesson will have the potential to cause learning difficulties students , resulting in less than optimal learning outcomes. According to Amalia (2023), meaning a teacher must have skills in creating varied teaching not monotonous and use interesting media or learning methods applied in learning activities,so that students are able to master language vocabulary English in a fun and easy to understand way.

Mastering vocabulary means not only memorizing each word, but also how to use and arrange them into appropriate and correct sentences. Therefore, researchers offer a vocabulary learning method called "Word Wall". This method is used to see whether students can learn vocabulary and expand their vocabulary. According to Witkowski & Baker (2012), a Word Wall is an interactive tool that includes a variety of words used in reading and writing exercises.

Vocabulary growth and acts as a visual assistance.It is underlined that interactive word walls are an effective tool for expanding vocabulary and improving understanding. They let teachers to review material and skills throughout the year and offer visual support for students, enabling thorough curriculum planning.

Word walls' interactive features engage kids in activities that help them comprehend words and encourage involvement and independence in their work. advises teaching kids to choose their own words for the word wall so that it has more personal significance for them while they are working independently. According to Sartika (2017), the spiral theory of mastery-repetition is the foundation for Word Wall. It enables students to reuse vocabulary throughout the academic year, strengthening previously learned material.

Based on the problems,the researcher will use wordwall application as an interactive learning method to overcome vocabulary problems faced by students of Mts Guppi mekkatta,the researcher determined the title of this research with the title “increasing students’vocabulary mastery through word wall application at eight grade students of mts guppi mekkatta”.

B. Problem Identification

Based on the above background exposure, the researcher identified several problems among others :

1. The Students of lack awareness in learning English vocabulary. Students do not know what English is when asked. As students, they master vocabulary completely?
2. The students’are difficulty understanding and remembering the vocabulary given by teacher, the lack of motivation to learn English and master English vocabulary?

C. Problem Limitation and Formulation

Based on the identification of problems that have been determined above , this study will focus on the lack of students’ vocabulary . The researcher will use wordwall application .This research will focus on using wordwall application to improve students’ vocabulary mastery and this research will be conducted in grade 8th MTS GUPPI MEKKATTA.

The formulation of this research is follow :

1. How Can the use of wordwall application be effective to increase students' vocabulary mastery?
2. What are students' perceptions in the use of wordwall application?

D. Research Objective

1. To know whether the use of wordwall application can be effective to increase students' vocabulary mastery or not.
2. To find out the students' perception of using wordwall application in learning English.

E. Research Benefits

It was hoped that the results of this research could contribute to English language teaching. Specifically, the benefits were as follows:

a. For researchers

For researchers, hope to be able to utilize experience in preparing proposals so as to gain additional knowledge especially in English language research.

b. For Teacher

Researchers, hope that teachers can find out the use of wordwall media on learning English vocabulary mastery to teachers to use wordwall learning applications that can increase student knowledge in learning materials to master English.

c. For Students

Researchers, hope to provide experience in a new and fun learning process that is new and fun, so that it can increase students' motivation in mastering English vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and the suggestion of what has been discussed in the previous chapter.

1.CONCLUSION

Based on these results, it can be concluded that there was a significant difference in score results between the control class, which did not receive treatment in the form of word wall media, and the experimental class, which was treated with word wall media. The average post-test score of the control class was 71.84, whereas that of the experimental class was 86.00. The Independent Sample t-test yielded a significance value (2-tailed) of 0.00, which is less than 0.05, indicating that the null hypothesis (Ho) was rejected and the alternative hypothesis (Hi) was accepted. Therefore, it can be concluded that there is a significant difference between the experimental class treated with word wall media and the control class that was not treated.

Furthermore, word wall media proved to be an engaging tool that captures students' interest and enthusiasm in enhancing their vocabulary mastery. This media is not only enjoyable but also prevents students from feeling bored during learning sessions. Consequently, the utilization of word wall media yields positive effects and proves to be an effective method for improving students' vocabulary mastery.

2.SUGGESTION

This research is anticipated to be valuable and beneficial for teaching and learning. The study demonstrates that word wall media can increasing students' vocabulary mastery at mts guppy mekkatta. After carrying out the research, there are several suggestions:

1. English Teacher

English teachers should consider students' needs and interests in learning, using media could be an interesting strategy in the learning process to enhance vocabulary skill. Therefore, word wall media can be one of the solutions.

2. Students

In classroom activities, students should pay more attention when the teacher explains the material. Also, students should be more active during the learning process. Students should be able to push themselves to improve their mastery of English vocabulary.

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