THE EFFECTIVENESS OF USING WORD WALL MEDIA

TO IMPROVE STUDENTS' VOCABULARY MASTERY

(A Case of the 10th Graders of SMK Bina Negara Gubug in the Academic Year 2023/2024)

A FINAL PROJECT

Presented as Partial Fulfilment of the Requirements to Obtain the *SarjanaPendidikan* Degree in English Education

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31801900019

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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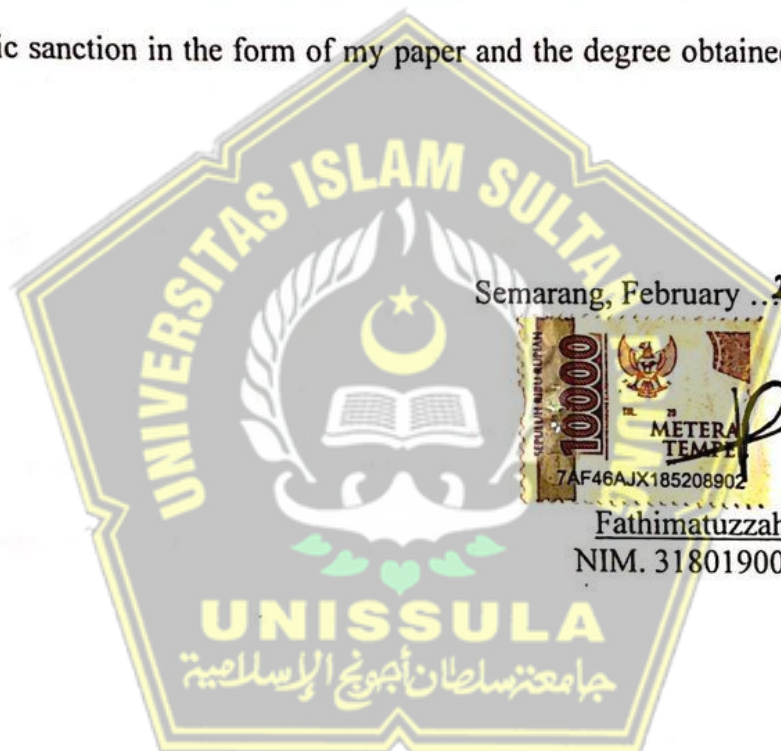
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STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate final project I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of my paper and the degree obtained from that paper.

Semarang, February 28th 2024

Fathimatuzzahra
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MOTTO

"Ain't about how fast I get there. Ain't about what's waiting on the other side. It's

the climb"

(Miley Cyrus)

DEDICATION

- For myself, thank you for all your efforts to finish the obligations that you have to do.

- My dearest father Sukuroji, my mother Anisa, my brothers Niem and Lujiansa, who always support me, give me love, care for me, and motivation to keep going forward.

- All my best friends Avienna, Alviona, Ardhia, Harlina, Maida, Ndari, Nadya, Sania, Agesty, Syifa, and others. Thank you for always supporting me in every situation for doing this final project.
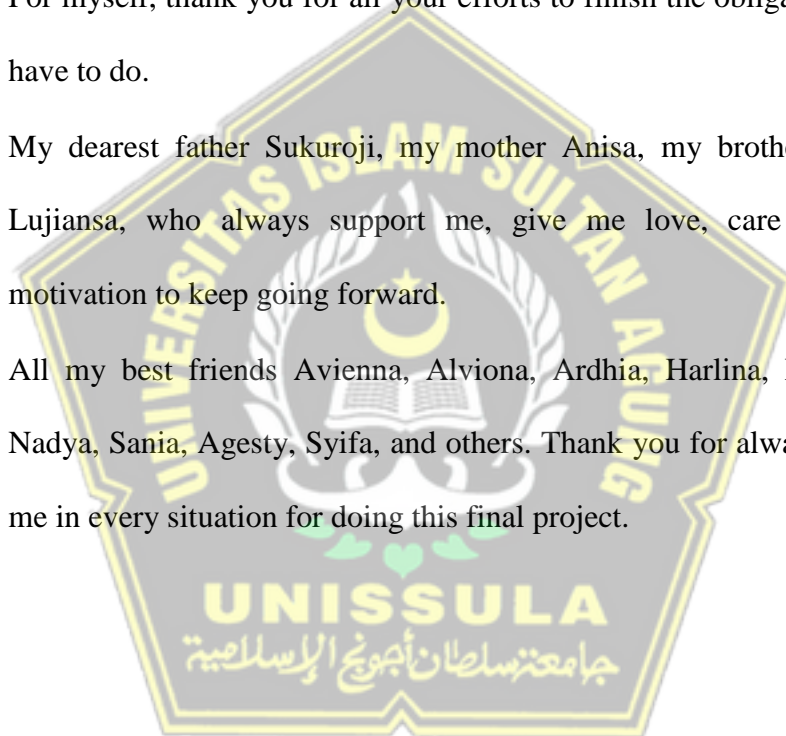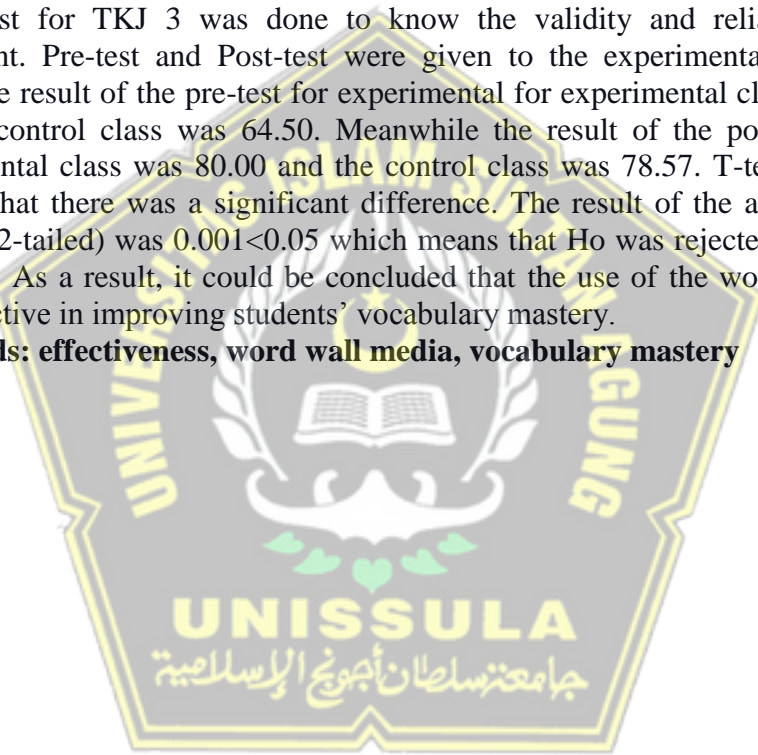
ABSTRACT

Fathimatuzzahra, 2024. *"The Effectiveness of Using Word Wall Media to Improve Students' Vocabulary Mastery".* A final project. English Education Study Program, Faculty of Language and Communication Science, Sultan Agung Islamic Univerity, Advisor: Hartono, S.S., M.Pd

The aim of the research carried out by the researchers was to determine the effectiveness of using word wall media to improve students' vocabulary mastery of the 10th Graders of SMK Bina Negara Gubug in Academic Year 2023/2024. The type of this study was a quasi-experimental design and the method was a quantitative method. The population of this study consisted of 28 students of TKJ 2 as the experimental class and 28 students of TKJ 1 as the control class. The tryout test for TKJ 3 was done to know the validity and reliability of the instrument. Pre-test and Post-test were given to the experimental and control class. The result of the pre-test for experimental for experimental class was 66.00 and the control class was 64.50. Meanwhile the result of the post-test for the experimental class was 80.00 and the control class was 78.57. T-test calculation showed that there was a significant difference. The result of the analysis shows that sig (2-tailed) was 0.001<0.05 which means that Ho was rejected and H1 was accepted. As a result, it could be concluded that the use of the word wall media was effective in improving students' vocabulary mastery.

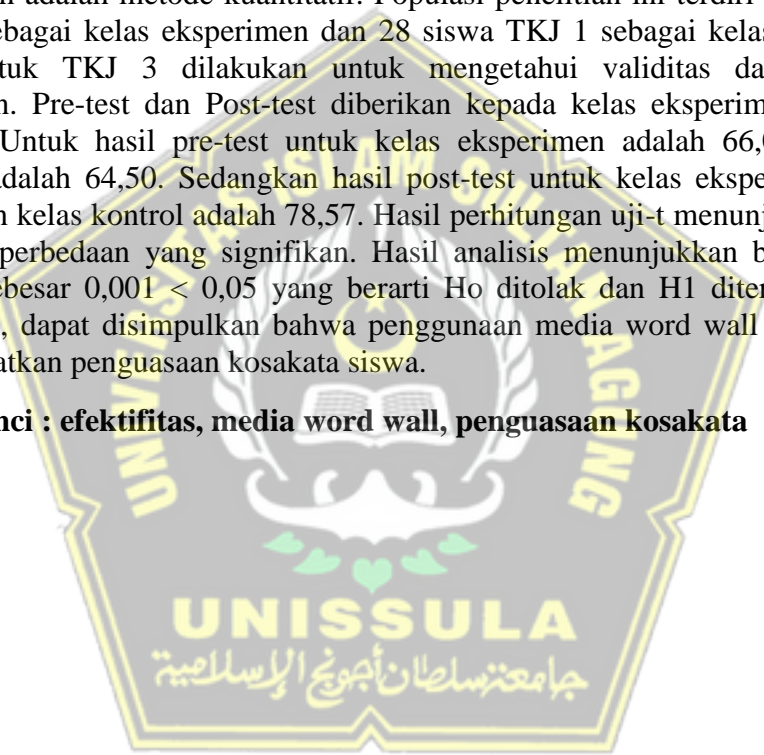**Keywords: effectiveness, word wall media, vocabulary mastery**

INTISARI

Fathimatuzzahra, 2024. *"The Effecttiveness of Using Word Wall Media to Improve Students' Vocabulary Mastery".* Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung Semarang. Dosen Pembimbing : Hartono, S.S., M.Pd.

Tujuan dari penelitian yang dilakukan oleh peneliti adalah untuk mengetahui apakah penggunaan media word wall efektif atau tidak untuk meningkatkan penguasaan kosakata siswa kelas X SMK Bina Negara Gubug Tahun Ajaran 2023/2024. Jenis penelitian ini adalah quasi experimental design dan metode yang digunakan adalah metode kuantitatif. Populasi penelitian ini terdiri dari 28 siswa TKJ 2 sebagai kelas eksperimen dan 28 siswa TKJ 1 sebagai kelas kontrol. Uji coba untuk TKJ 3 dilakukan untuk mengetahui validitas dan reliabilitas instrumen. Pre-test dan Post-test diberikan kepada kelas eksperimen dan kelas kontrol. Untuk hasil pre-test untuk kelas eksperimen adalah 66,00 dan kelas kontrol adalah 64,50. Sedangkan hasil post-test untuk kelas eksperimen adalah 80,00 dan kelas kontrol adalah 78,57. Hasil perhitungan uji-t menunjukkan bahwa terdapat perbedaan yang signifikan. Hasil analisis menunjukkan bahwa sig (2-tailed) sebesar $0,001 < 0,05$ yang berarti Ho ditolak dan H1 diterima. Dengan demikian, dapat disimpulkan bahwa penggunaan media word wall efektif untuk meningkatkan penguasaan kosakata siswa.

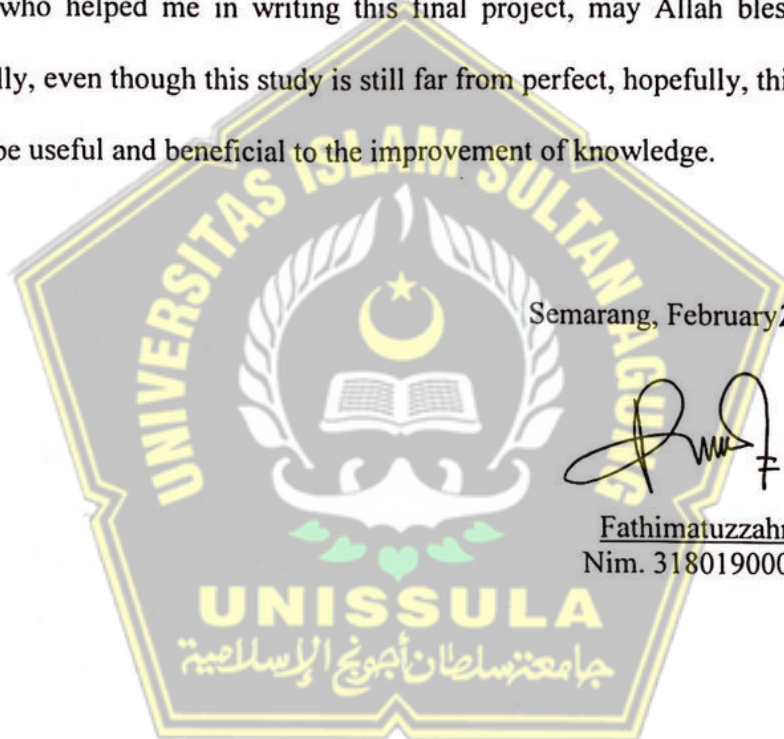**Kata kunci : efektifitas, media word wall, penguasaan kosakata**

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Praise and gratitude I pray to Allah SWT, the one who only helps me to survive. Gratitude to Allah SWT, for all his help, mercy, and love so that this entitled "The Effectiveness of Using Word Wall Media to Improve Students' Vocabulary Mastery" could be finished and submitted as the final project in the English Education study program of Languages and Communication Science Faculty. Sholawat and salam to the Prophet Muhammad SAW who has always been the best source of inspiration and the role model for mankind.

In this opportunity, I would like to express my deepest appreciation to the following people:

1. Prof.Dr. H. Gunarto, S.H., M.H. as the Rector of Sultan Agung Islamic University.

2. Trimanah, S.Sos.,M.Si. as the Dean of Faculty of Languages and Communication Science, Sultan Agung Islamic University.

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7. Melinda Kusuma Ningrum, S.Pd.,the English teacher at SMK Bina Negara Gubug has helped in the research implementation.

8. The Students of TKJ 1, TKJ 2, and TKJ 3 of SMK Bina Negara Gubug.

Thank you very much to all the people who cannot be mentioned one by one who helped me in writing this final project, may Allah bless you all. Finally, even though this study is still far from perfect, hopefully, this research can be useful and beneficial to the improvement of knowledge.
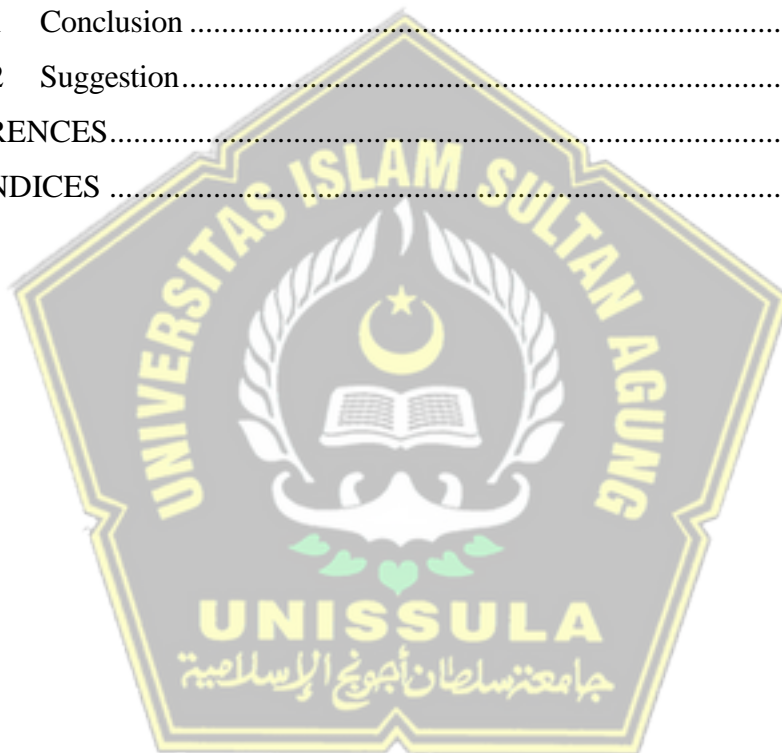
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CHAPTER I

INTRODUCTION

This chapter focused on discussing the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Problem, the Objective of the Study, the Hypotheses of the Study, the Significance of the Study, the Definition of Key Terms, and the Organisation of the Study.

1.1. Background of the Study

Languageis a human communication tool that has an important role in human life. With language, one can convey ideas, thoughts, feelings, or other information to others. Language can be used orally or in writing (Arnianti, 2019). Language serves as a medium employed by individuals for communication with one another. Communication can occur when there is involvement between two or more people. In this instance, the emphasis was placed on the interaction process to facilitate the exchange of feedback between the speaker and the listener, and vice versa (Rabiah, 2020). It can be inferred that in order to engage in communication or interaction with others, we need a tool, which is called language.

Language is one of the tools used by humans to carry out communication between one human being and another. Language can be done both verbally and non-verbally. The language used by humans to communicate is the spoken language used to talk directly with other people (Sitompul & Harahap, 2020). From this explanation, It can be deduced that language serves as a communication tool utilized by individuals to engage

with others which cannot be separated in life. Language can be used widely in various fields, for example, science, education, business, trade, and various other fields.

In addition, there are so many kinds of languages used in this world. In one country there were also various kinds of languages. One region to another definitely used a different language, even though they were in the same country. One example was English.

English is one of the global languages utilized for communication with someone who has a different language. English is widely used in writing books or newspapers and delivering information used in hotels, tourist attractions, airports, and others, always used English. In addition, English is also used in the world of education (Kusuma, 2018). As time and era go by, a lot of information from various fields is written in English. Many reference books in Indonesian universities were also written in English. Therefore, many people start learning English even though they do not come from an English study program because they realize that English is an important language and needs to be learned and mastered.

Within the Indonesian education system, English has been mandated as a core subject, with Students commence their study of English in elementary school, progressing through junior high school, and continuing into high school. English language learning involves four primary components: listening, speaking, reading, and writing. Listening and reading are regarded as receptive skills, while writing and speaking are categorized as

productive skills (Masduqi, 2016). In addition, in learned English there are 3 components, namely grammar, pronunciation, and vocabulary. All of these components were very important and must be studied if someone wants to master English well (Kurniawati, 2015). Therefore, to learn a language it would be better if you learn the basic things that canfacilitate someone who is learning, one of the basic abilities to learn English is to master vocabulary.

Vocabulary stands out as one of the fundamental skills in English learning; the greater the vocabulary a learner possesses, the more fluent the learner will be in English (Endarto & Subekti, 2020). Learning vocabulary as a starting activity in learning is very important. Because if someone has mastered vocabulary, it would be easier for him or her to understand the message. Meanwhile, someone who does not master vocabulary, when studying a text, he or she will have more difficulties understanding.

Vocabulary is needed by everyone who uses English. Vocabulary was a basic element that will be learned by every student who studies English. This learning was done by memorizing and then submitting to the teacher the results of the memorization. The more vocabulary memorized, the easier it would be for everyone to communicate with others. Therefore, learning and increasing vocabulary was very important.

At school, many students had difficulties memorizing vocabulary. This is because English is a foreign language. Even though they have been taught English from a young age, if students don't learn the vocabulary and do not want to re-learn properly, they will not be able to master it. In high

schools, vocabulary is only introduced a few for each material, and even then they only learned how to read and what it means and write it down in their reference books. It could be because learning like that makes most of the Students often exhibit laziness and disinterest in learning when confronted with a lack of motivation or engagement in the subject matter. Maybe the teacher can used another strategy when giving vocabulary to students, for example by using a word wall.

A word wall is a display of words featured prominently on a wall, bulletin board, chalkboard, or blackboard within the classroom. The words are usually printed in large letters to ensure visibility from all student seating positions (Farisa et al., 2018). As time goes by, learning by using word walls doesn't have to be done manually with paper. Now, word walls can be accessed online and in the form of a game platform that has many kinds of word games in it. This setup simplifies the learning process for students and practice words regularly vocabulary. With word wall game platform, vocabulary learning would be more fun (Hasram et al., 2021). Learned from the researcher's experience when doing internships by teaching in a school, the researcher realizes that there are still students who do not understand vocabulary in English but are reluctant to learn it. Moreover, today's students include the students who have been hindered by the coronavirus pandemic made them unable to study optimally. Based on the phenomenon above, the researcher is interested in researching **"The Effectiveness of Using Word Wall Media to Improve Students' Vocabulary Mastery (A**

Case of **the 10th Graders of SMK Bina Negara Gubugin Academic Year 2023/2024)"**. According to the researcher, this mediawas very unique and can help students improve their ability to learn vocabulary more easily and happily.

1.2. Reasons for Choosing the Topic

The reasons for the researcher chose the topic "The Effectiveness of Using Word Wall Media to Improve Students' Vocabulary Mastery (A Case of the 10th Graders of SMK Bina Negara Gubug in the Academic Year 2023/2024)" are:

1. The researcher was interested in researching this topic to find out the effect of word walls to improve students' vocabulary mastery at SMK Bina Negara Gubug.

2. Some students still have problems in mastering English vocabulary because they found difficult to memorize it.

3. The researcher believed that used a word wall could This setup facilitates students' improvement in mastering vocabulary. Learning in class was not boring because there was other activities besides reading books from school.

1.3. Statement of the Problem

Given the background provided in the research, the researcher formulated the following problems: "Was using word wall media effective to improve students' vocabulary mastery of the 10th graders of SMK

Bina Negara Gubug in the academic year 2023/2024?"

1.4. Objective of the Study

      Based on the problem statement, the objective of this study was to determine the effectiveness of using word wall media in enhancing the vocabulary mastery of 10th-grade students of SMK Bina Negara Gubug in the academic year 2023/2024.

1.5. Hypotheses of the Study

In this research, the hypothesis is formulated as follows :

1. (H_o): There was no significant difference in vocabulary mastery of the 10th graders between the students who were taught vocabulary using word wall and those who were taught vocabulary without using word wall.

2. (H_i): There was a significant difference in vocabulary mastery of the 10th graders between the students who were taught vocabulary using word wall and those who were taught vocabulary without using word wall.

1.6. Limitation of the Study

      Based on the statement of the problem, the focus of this research is limited to the effect of improving students' vocabulary mastery in using the word wall media, this research was carried out by collecting some vocabulary that has been obtained by students through the word wall application. The participants selected were 10th graders of SMK Bina Negara Gubug.

1.7. Significance of the Study

The anticipated outcomes of this study are expected to yield several benefits from the research results both theoretically and practically for students and teachers.

1. Pedagogical Significance

    The anticipated outcomes of this study are intended to offer advantages to both students and teachers, serving as a valuable resource for enhancing students' mastery of vocabulary through the utilization of word wall media. It was hoped that with this media teachers could use it as one of the strategies in providing learning to students so that class conditions were more enjoyable and students become active, enthusiastic, and not easily bored and want to express themselves confidently in learning English.

2. Practical Significance

    a. For the teachers

        To provide teachers with knowledge of one effective strategy to enhance students' vocabulary mastery is the use of word wall media. So that teachers do not always have to teach using strategies that have been used before, maybe they can used these strategies to make the situation in the classroom more enjoyable.

    b. For the students

        After trying to use the word wall media, the results were expected to really improve students' vocabulary mastery and also

provide positive experiences to make students more creative, and active, and make it easier for students to learn English.

1.8. Definition of Key Terms

Defining key terms is crucial for understanding the essence of the topic. The key terms of the research are defined as follows:

1. Effectiveness

    According to Andi Setiawan & Suci Maghfirah, (2021), effectiveness was the effect of something or the target of success in order to measure the extent to which the achievement of results in accordance with the planned goals.

2. Word Wall

    Word walls are compilations of words prominently displayed within the classroom, typically deemed significant in terms of vocabulary for the students (Sipayung, 2019).

3. Vocabulary Mastery

    Vocabulary refers to a repertoire of words utilized by an individual within a language, words that have meaning and can be used to communicate. Mastering vocabulary is a fundamental aspect of learning any foreign language thoroughly. To convey an opinion or communicate one must master vocabulary first (Hakim et al., 2020). Based on this explanation, it can be concluded that achieving proficiency in vocabulary is highly significant for beginners embarking on the journey of learning English. Because mastery of vocabulary was a basic learning that must be

mastered by every student.

1.9. Organisation of the Study

To offer a concise overview of the content of this proposal, systematic organization of the research report writing process was important and necessary. This research covers three chapters which the organization of the study follows :

Chapter I outlines the introductory aspects of the research, encompassing the Background of the Study, Reasons for Selecting the Topic, Statement of the Problem, Objective of the Study, Hypothesis, Significance, Definition of Key Terms, and Organization.

Chapter II delves into the Review of Related Literature, encompassing discussions on various points such as Theories Underlying the Study and a Review of Similar Previous Studies.

Chapter III presents the research methodology, covering aspects including the Research Design, Participants, Research Instrument, Validity and Reliability Assessment of the Instrument, Data Collection Techniques, and Data Analysis Methods.

Chapter IV focuses on the Research Results and Discussion. This section presents the findings, including the school's profile, description of the respondents, validity and reliability analysis, pre-test analysis, treatment activities, post-test analysis, and discussion of the research findings.

Chapter V provides the Conclusion and Recommendations based on the discussions presented in the previous chapters.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter focused on discussing English Language Teaching in Indonesia, English Language Teaching at Senior High Schools, English Vocabulary, Word Wall to Enhance Students' Vocabulary, and a Review of the Previous Relevant Studies.

2.1. English Language Teaching in Indonesia

The Indonesian government has made English a compulsory subject, starting from elementary school and continuing through junior high school and senior high school (Misrawati et al., 2020). Teaching English in senior high school involves educators' efforts to enhance students' language knowledge and skills (Tambusai & Nasution, 2022).

In Indonesia, English is taught as a foreign language, predominantly serving educational purposes in both formal and non-formal settings and isn't commonly used for everyday communication among people. At school, students only got the material, while speaking English requires a lot of practice (Maduwu, 2016). Therefore, there are still many students from various school levels experiencing difficulties, even though they have received English lessons since childhood. The difficulties experienced by these students make them feel easily frustrated and reluctant to learn English further.

The Language Development and Guidance Agency (*Kemendikbud*) was campaigning to "emphasizes the importance of prioritizing proficiency in the Indonesian language, mastering foreign languages, and preserving regional languages". Therefore, people are required to master foreign languages, but we should not lose our sense of nationalism by using Indonesian as the main language (Alfarisy, 2020). Instead of providing facilities that can be used by students to improve their ability to speak English to build a better generation and be able to compete widely with students from other countries. The Indonesian government's latest policy has further worsened the English language situation. Removing English from the 2013 curriculum at the primary school level and reducing the amount of time allocated for English lessons at the high school level, policies began in 2014 (Alfarisy, 2021). It can be concluded that The Language Development and Guidance Agency of the Ministry of Education and Culture *(Kemendikbud)* wants people to master foreign languages but still use the national language as the main language.

2.2. English Language Teaching at Senior High School

English Language Learning for Senior High School aims to enable students to used English as a daily communication tool or to be able to understand when accessing information containing a foreign language using their skills (Zaim, 2017). In addition, students were able to convey their messages or opinions both in writing and orally. Students are also able to used English for accessing knowledge and using English in formal and

informal situations (Kusumaningrum, 2016). The objective of learning English is to foster intercultural competence, enabling individuals to comprehend and value perspectives or products originating from both Indonesian and foreign cultures. Also to develop critical and creative English language skills.

To learn a language, there must be some important skills to be taught and understood. English has 4 kinds of skills that are very important and interrelated with each other: listening, speaking, reading, and writing (Sadiku, 2015). In building communication, 4 skills are closely related and interdependent. Because listening was the basis for speaking, reading was the basis for listening, in addition to listening and speaking was the basis for being able to write and read fluently (Nan, 2018). Therefore, in order to establish an effective communication, it is important for language learners to develop these 4 skills in a balanced and integrated way.

In the current curriculum, learning achievement is a learning competency that must be achieved by students in each phase, starting from phase A to phase F. Learning achievements were also a reference for intraculicular learning that is designed and determined in accordance with the National Education Standards. In phase E, learning focuses on oral and written English language skills. In this phase, students use spoken, written, and visual texts in English learning. The texts used in this phase include narrative, descriptive, procedure, recount, and others. In this learning phase, students use his or her English language skills to express his or her wishes or

feelings and also to discuss daily life or current issues. Students use the skills to explore a wide range of texts on contextualized topics. Students read to learn something, to find information, and to have fun. That way his or her level of understanding in receiving information will be improved. Currently, students are using the independent curriculum that has been designed by the Ministry of Education to overcome the crisis of learning that has long been faced and has become more severe due to the COVID-19 pandemic. In the Independent Curriculum, English lessons for high school students are divided into required subjects and optional subjects. For English lessons as a compulsory subject there are 36 lesson hours each semester, for the time allocation is 4 weeks with a duration of 45 minutes for 1 lesson hour. While English as an optional subject has 20-25 lesson hours each semester, the time allocation was4 lesson hours each week with a duration of 45 minutes for 1 lesson hour.

2.3. English Vocabulary

In this sub-chapter, there are three topics, The Definition of Vocabulary, Kinds of Vocabulary, Vocabulary Mastery, and Strategies for Teaching Vocabulary.

2.3.1 Definition of Vocabulary

Vocabulary comprises individual words or groups of words that convey specific meanings which is used in making sentences so that it has meaning (Manda et al., 2022). Vocabulary is a key to learned English.

ocabulary is a known way to learn a language, one of which is English.

Vocabulary is the arrangement of words that had meaning from a language, which is then collected from several words to form a sentence (Sitompul & Harahap, 2020). Vocabulary is a basic skill used to start communication. If someone doesn't know much vocabulary, he or shewould have difficulty when communicating with other people (Rahmasari, 2016). One of the reasons students feel bored when learning English, is they do not understand the meaning of the text or questions received. Therefore, enhancing mastery of English vocabulary is highly crucial for learning a foreign language effectively. The more vocabulary someone has, it would be easier for him to communicate with others. When someone has a limited vocabulary, they will feel confused when finding English texts.

2.3.2 Kinds of Vocabulary

According to Hasanahand Ali, (2022), vocabulary is categorized into two types: active vocabulary and passive vocabulary. Active vocabulary is vocabulary that is taught by the teacher and completely understood by students so that it is often used and needed when speaking or writing. Passive vocabulary is vocabulary that has been recognized by students but is less understood so it is not used so often when speaking or writing (Dakhi Fitria, 2019). It can be concluded that active and passive vocabulary are important to be learned by someone who wants to learn a foreign language. Improving vocabulary using active vocabulary but also

not ignoring passive vocabulary to improve English vocabulary mastery.

According to Good (1959) which is cited by (Manda et al., 2022) vocabulary is divided into 4, namely :

a. Oral Vocabulary

Vocabulary that is pronounced by a person and used to communicate with others, can also be used to express thoughts in a more understandable way.

b. Writing Vocabulary

Vocabulary that is used by someone when writing a sentence.

c. Listening Vocabulary

Vocabulary that has a meaning and then expressed by someone who speaks and can be understood by someone who listens.

d. Reading Vocabulary

Vocabulary that is written and has a meaning that can be understood by others who are reading.

Besides the kinds of vocabulary above, Every word in English is included in one of the parts of speech, which are: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections. Every word in English was also a content word and function word. According to Nurhalimah et al., (2020), here is the definition of content words and function words.

a. Content Words

Content words is a word that had a specific meaning, usually searchable in a dictionary. The   word contains information or meaning.The parts that are included in the content words are nouns, pronouns, verbs, and adverbs.

b. Function Words

Function words was a word that has a meaning but the word refers to the grammar in a sentence so that it can have a coherent meaning. A word that has meaning but cannot stand independently, is a word that is needed to make a good and grammatically correct sentence. The parts that are included in the content words are pronouns, conjunctions, auxiliary verbs, prepositions, demonstratives, quantifiers, and articles.

It can be concluded that content words are words that has a specific meaning and can be looked up in the dictionary. The parts of content words include nouns, pronouns, verbs, and adverbs. Meanwhile, function words are words that have meaning but cannot stand alone, they must refer to the grammar in the sentence in order to have a clear meaning. The parts of function words include pronouns, conjunctions, auxiliary verbs, prepositions, demonstrative words, number words, and article words.

2.3.3   Vocabulary Mastery

Vocabulary was a very important component in learning English because vocabulary was the first step that students must take when learning it so they must know about vocabulary first. One of the things a person must do to improve English language skills is to master a lot of vocabulary. Mastery of vocabulary will make it easier for someone to understand text, write, and speak (Zaen et al., 2022). Based on the statement, it can be concluded that vocabulary mastery is an important first step in learning English. Since it is the basis of comprehension, writing, and conversation, improving the vocabulary can help one in improving his or her overall proficiency in English. Therefore, in the process of learning English, serious attention to vocabulary development is a must.

Mastery of vocabulary is a requirement that could determine whether or not a person is successful in speaking. Someone who had a lot of vocabulary will be easier when communicating with others and can receive information from others well. Someone could receive information both orally and in writing or even in gestures. To understand a text is also influenced by the knowledge of vocabulary that has been owned (Thatsani, 2018).When someone wants to express something or understand someone else's discussion, they must master vocabulary. When someone wants to write a sentence, they must master vocabulary first. Therefore, if someone wants to communicate using English, mastering some vocabulary was very important (Hakim et al., 2020). It can be inferred that proficiency in

vocabulary is a crucial factor in determining one's success in speaking, understanding and writing in English.

2.3.4 Strategies for Teaching Vocabulary

Strategies are activities carried out in the classroom. This activity is conducted by the teacher to facilitate better comprehension and understanding of the learning material more fun, and can be given in new situations. There are many strategies are available in the realm of education that teachers can employ to teach English effectively (Astuti, 2021). Examples of English learning strategies would be memory strategies, where students memorize vocabulary, metacognitive strategies where students become aware of learning and overcome deficiencies in vocabulary knowledge. To provide effective student learning is not only using tools, techniques, or strategies. It requires an understanding of the context of how students learn, receive information that has been given, motivation, and the obstacles to the learning process. Considering many learning strategies that can be used by teachers, it is better if a teacher prepares a strategy. Because mastering teaching strategies is the first step that must be mastered. The results that can be achieved in the teaching process have different results for students. The more effectively the learning process is executed, the greater the potential benefits that students can derive from it (Handayani, 2019). It can be deduced that learning strategies play a vital role in the process of teaching English. Learning strategies help to make learning easier to understand, fun, and relevant to new situations. It also assists teachers in

devising effective lesson plans. The quality of the learning process has a direct impact on student learning outcomes. The better the learning process,

the more likely students will achieve good grades. Thus, a good teaching strategy can improve the effectiveness of English learning and contribute to the achievement of optimal learning outcomes for students.

Teaching English vocabulary is not an easy process because it involves both teachers and students. Providing fun and interesting learning in the classroom is one of the challenges for a teacher. In the learning process, most students feel less motivated to learn vocabulary, to just find out the meaning of the word students feel reluctant, and they feel difficult when they have not tried to seriously learn it. It often happens that when learning is happening students will remember some of the words that have been taught, but when it is already outside the classroom he/she will forget about the learning that has been received.

Besides the way students process learning, the way teachers give vocabulary lessons is also very influential in how students receive them. One of the strategies used by teachers in teaching is through lecturing. This strategy focuses on explaining vocabulary and its meaning without deepening the understanding. On the other side, learning vocabulary cannot be done by introducing words and explaining their meanings. To make students enjoy learning English vocabulary so that they want to learn more deeply it requires an innovative strategy that can make students energized (Sutrisna, 2021). In vocabulary learning, the strategy used by the teacher

greatly affects the way students receive it. Although lecture can be an effective strategy, to increase students' interest and understanding of vocabulary, an innovative approach is needed that can make them excited in the learning process.

Strategies employed to enhance students' vocabulary mastery can assist them in comprehending texts and initiating and responding to communication with others. In this instance, the researcher utilized the word wall media as a method to enhance students' mastery of vocabulary. One of the learning applications in the form of games can be used to provide other activities for students. Because if only reading or studying books students will tend to feel bored and reluctant to learn English. With this, it is intended that students feel challenged to play and collect as much vocabulary as possible.

2.4. Word Wall to Enhance Students' Vocabulary

In this sub-chapter, there are three topics that will be discussed about The Definition of a Word Wall, the Procedure of Usinga Word Wall, and Advantage and Disadvatange of Using Word Wall.

2.4.1. Definition of Word Wall

According to Umar et al. (2023), a word wall is a vocabulary that is systematically organized and usually displayed in a large size in a classroom. The more developed the era, the more developing the learning strategies used, as well as the word wall. Currently, word wall can be

accessed online using a cellphone or laptop, making it easier for users to access, because it can be used by anyone, anytime, and anywhere. So when teachers want to use word walls nowadays, they don't always have to use the old way by making it by writing it on paper.In this research, the word wall used is a crossword, where studentswork on crossword puzzles. In this game, there are clues thathelp students find the answer. The crossword game was given by the teacher in the form of paper that has been printed and then displayed in front of the class for students to work on.

In addition, the word wall web application can be used as a tool for learning evaluation, or for making daily assignments. In this word wall website, there are several kinds of games, namely: quizzes, match up, pairing, anagrams, word search, crosswords, etc. The games that have been or will be used can be played online. The teacher can also use one of the games that will be used then download it and print it out (Wayan Mertha & Mahfud, 2022). The Word Wall web application not only serves as a learning evaluation tool, but also as a means for daily assignment creation and teachers can utilize it online or by downloading and printing selected games. This provides flexibility and variety in the English vocabulary learning process.

2.4.2. Procedure of Using Word Wall

In the procedure of using word wall, researchers access the website of word wall, namely worwall.net using cellphones and laptops to facilitate the use of this application.Steps for using the word wall app :

1. Open the wordwall.net website on your cell phone or laptop

2. Select login by entering the email and password

3. Then select an activity

4. After that, select the template which will be used

5. Then, in creating clues and answers for students, it was done by the teacher.

6. Press "done"

7. Set the speed, level, and timer

8. Finished

If the game to be used has already created, the teacher could share the link of the game with the students and let the students work on the word wall game. In this study, the researcher documented the outcomes of the word wall implementation and distributed them to students in the classroom after being formed into 4-5 people for 1 group.In addition, if there are any mistakes in the writing the teacher can edit the text without having to delete it or start again from scratch.

2.4.3. Advantages and Disadvantages of Word Wall

The advantage of a word wall is that it could make learning more fun and less boring. Students can use the Word Wall website to play or create games as desired, there are many options from word wall is a tool that can be utilized to enhance vocabulary skills. Playing but also learning and this will not feel heavy or burdened students when playing. The more students play word wall games, the more their English vocabulary will

improve.

The disadvantage of the word wall application is that students will experience a little difficulty at the beginning of playing the word wall game because students may lack understanding of how to utilize the word wall effectively. In addition, all games will use a timer, so students will feel a little stressed or panic at the beginning which makes them lose words.

2.5. Previous Relevant Studies

There are some relevant previous studies to this current study. Below some of them :

The first is a study entitled Using *Word Wall Website As a Strategy to Improve Students' Vocabulary Mastery*. The study was conducted by Umar et al (2023). The type of research conducted was quasi-experimental research. The population totaled 54 students. The samples totaled 27 students from class VIII-A and 27 students from class VIII-B of SMPN 2 Majene. In this study, the researcher employs a written test as the instrument for data collection. The researcher administers a pre-test, treatment, and post-test to gather the data. Finding of this study were that word wall strategy is effective in enhancing the vocabulary mastery of eighth-grade students at SMPN 2 Majene.

The second is the study entitled *The Effect of Word Wall Media on Students' Vocabulary Mastery.* The study was conducted by Ramadhan and Zaharani (2021). This research uses experiment research with a quantitative

method. The population in this study was eighth grade of students in SMP SwastaBinaSatria Medan. Data collection techniques used by researchers were pre-test and post-test. The result of this study was that word wall strategy is effective on the students' vocabulary mastery in the eighth grade of SMP SwastaBinaSatria Medan.

The third is the study entitled *The Effect of Word Walls Media on Students' Vocabulary Mastery*. The study was conducted byAmelia et al (2022). The method used in this research is a quasi-experimental method.The research population totaled 168 students and the samples totaled 51 students in class VIII of SMPN 03 South Bengkulu.Data collection techniques used by researchers were pre-test and post-test. The result of this study was that there is a significant effect of word walls media on students' vocabulary mastery in Class VIII at SMPN 03 South Bengkulu.

Based on previous studies, the researcher finally concluded that all previous studies have significant similarities and differences with this study. However, these literatures influence this research as a basic. The similarities of the three studies with this research are both using experimental designs, in collecting data using pre-test, treatment, and post-test. But the difference is the place, this research was conducted at SMK Level.

CHAPTER III

METHOD OF STUDY

This chapter encompasses the Design of the Study, Subject of the Study, Variables of the Study, Research Instrument, Data Collection Procedure, Data Analysis, and Time Schedule.

3.1 Design of the Study

This research employed an experimental approach with a quantitative research method, utilizing a quasi-experimental pre-test and post-test design. To assess the effectiveness of using word wall media in enhancing vocabulary mastery among 10th-grade students of SMK Bina Negara Gubug in the 2023/2024 academic year, both a control class and an experimental class were utilized. The design used aligns with the framework proposed by Cohen et al. (2018).

Table 3. 1 Quasi Experimental Design

O_1	X	O_2

O_3	-	O_4

O_1 : pre-test before treatment for experimental class O_2 : post-test after treatment for experimental class O_3 : pre-test forthe control class

O_4 : post-test forthecontrol class

X : treatment for experimental class

-    : without treatment (Cohen et al., 2018)

3.2 Subject of the Study

This subchapter discusses the population and sample of the study.

3.2.1. Population of the Study

The population of this research was the 10th graders of SMK Bina Negara Gubug in the academic year 2023/2024. There were a total of 6 parallel classes of the 10th grade at the school with around 168 students.

3.2.2. Sample of the Study

This study used 2 classes as samples, namely TKJ 1 and TKJ 2 classes which had a total of 28 students per class. The sampling technique employed in this research was purposive sampling (non-random sample). This research did not take random samples but rather took samples from a group that had been previously formed. In this study, the researcher used 2 classes as samples from a total of 6 classes, the courses offered include Institutional Financial Accounting, Online Business and Marketing, and Office Management Automation and in this school 3 classes Computer Network Engineering. This study used a non-equivalent control group design to compare the control class with the experimental class. In this design, both classes were given a pre-test and post-test to assess.

3.3 Variables of the Study

Variables were classified into 2 categories, which were:

a. Independent Variable

   The independent variable of the study was the use of word wall media.

b. Dependent Variable

   The dependent variable of the study was students' vocabulary mastery.

3.4 Instrument of the Study

The instrument utilized for data collection in this research was a test, comprising both a pre-test and a post-test. The pre-test was administered before the treatment, while the post-test was conducted after the treatment. Each test consisted of 25 multiple-choice questions. There were 25 vocabulary questions for the 10th grade. In this study, the researcher focused on nouns and verbs in the narrative text. In addition, there was also a try-out test for the non-sample class.

3.4.1. Validity of the Instrument

According to Heale and Twycross (2015), validity is an accurate data collection tool from a quantitative research concept. Validity has 3 types, namely content validity which refers to how far and accurately the research instrument is used for all aspects, the second is construct validity, which refers to how far the research instrument is employed to measure the desired construct accurately, last one is criterion validity refers to how far a research instrument is

related to other instruments when measuring the same variable.

This research used content and construct validity. Because to find out whether the test given was in accordance with the students' English language skills. In measuring whether the test was valid or not, the researcher heldadiscussion with the English teacher from SMK Bina Negara Gubug in accordance with the curriculum used.

3.4.2. Reliability of the Instrument

According to Heale and Twycross (2015), reliability relates to consistency which is calculated to measure a student's persistence after taking the same test. After the test had been given, the researcherconducted a reliability test. In this study, researchers used the Cronbach Alfa test on SPSS, this test was used to determine the reliability of the instrument. The result of this number is between 0 and 1. An acceptable score was starting from 0.7 or more.

3.5 Data Collecting Procedure

In this study, the procedure for assessing the impact of utilizing word wall as a learning tool on enhancing students' vocabulary proficiency involved administering tests. Specifically, pre-test and post-test assessments were utilized. The pre-test was administered before implementing the learning treatment using word wall media to gauge students' initial vocabulary mastery. Subsequently, the post-test was conducted after students were exposed to word wall media to evaluate the effectiveness of this

approach in improving students' vocabulary mastery.

The pre-test was administered during the initial session, whereas the post-test took place during the final session. The steps used in this research were that students are given questions before being given treatment which can be called a pre-test. The questions were done for 45 minutes, after completion students can submit the answers to these questions. During the same session as the pre-test, the initial treatment was administered, employing word wall media to enhance students' vocabulary mastery, this treatment was carried out for 3 meetings. After the treatment was complete, students are given questions, or can be called a post-test. The time used to do the post-test was 45 minutes, after completing the work students couldsubmit the answers to the questions. Atthis school for English subjects has a KKM value of 70 with an average student score of 72.

5.3.1. Try Out

A tryout was a test given to a class other than that used for the experimental and control classes. Tryout was conducted before the pre-test and post-test, the function of tryout was to measure whether the test to be used for the pre-test and post-test was valid. Before the test is used as an instrument to collect data, the test is first examined to students in the tryout class. The test consisted of 40 multiple-choice questions about vocabulary. After the test had been conducted, the researcher consulted with the English teacher at SMK Bina Negara Gubug to analyze whether the test was in accordance with the ability

of students based on the material that had been given.

5.3.2. Pre-test

Pre-test is the first step that is carried out as teaching for experimental and control classes. before they receive any treatment. It aims to determine the difference in scores between the experimental and control classes. Both the pre-test and post-test consist of 25 questions with identical content.

5.3.3. Treatment

After conducting the pre-test, the researcher administered treatment to the experimental class three times, with each session lasting 45 minutes. The treatment involved utilizing word wall media in the form of a crossword activity. Crosswords were printed which were then displayed in front of the class and completed together by students and teachers. In the 3 treatments, students were given different crosswords. With a hope that the media can improve students' vocabulary mastery. Meanwhile, the control class was not given the word wall media treatment.

5.3.4. Post-test

After the treatment was completed, students were given a post-test to evaluate their understanding of English vocabulary following the utilization of the word wall. The post-test comprised 25 questions, identical to those in the pre-test, but with changes made to the number of questions and answer choices, randomized. This was conducted to

assess whether there was a significant difference in students' performance after the treatment

3.6 Data Analysis

The researchers analyzed the data, which consisted of the pre-test and post-test scores of both the experimental and control classes,using the SPSS application to determine the effectiveness of using wordwall media on increasing students' vocabulary. This study, analyzes the data that has been obtained using normality, homogeneity, and t-test tests. These are explained in the following subchapters:

3.6.1. Normality

The normality test is utilized to ascertain whether the data obtained from both the experimental and control classes adhere to a normal distribution or not. In the normality test is used to determine whether the data that has been obtained from the experimental class and control class is normal or not. In the normality test, the data obtained from the pre-test and post-test were compared for both classes. Here calculate the normality of the data by using the KolmogrovSmirnorv test. Here is the statement of the hypothesis for testing the normality of the scores:

Null Hypothesis (H0): If the significance value (2-tailed) is greater than 0.05, the scores are normally distributed.

Alternative Hypothesis (H1): If the significance value (2-tailed) is less than 0.05, the scores are not normally distributed.

3.6.2. Homogeneity

The homogeneity test, specifically the Levene test, was utilized to evaluate the pre-test scores for both the experimental and control classes. This test was necessary to compare the data from the two classes and determine whether they exhibited similar variances. The Levene test was employed to calculate the homogeneity of variance. Here are the hypotheses associated with the test:

Null Hypothesis (H0): If the significance value (2-tailed) is greater than 0.05, the variance of the data are homogenous.

Alternative Hypothesis (H1): If the significance value (2-tailed) is less than 0.05, the variance of the data are heterogeneous.

3.6.3. T-test

The t-test was employed to evaluate whether a significant difference existed between the experimental class and the control class. The t-test necessitates a comparison of data from both the experimental and control classes using the results obtained from the post-test that has been conducted. It was to find out the hypothesis of this study. Here are the criteria of the hypothesis of this study:

a. If the t-value is greater than the t-table value and the significance value (2-tailed) is less than 0.05, it indicates that the alternative hypothesis (H1) is accepted, and the null hypothesis (H0) is rejected.

b. If the t-value is less than the t-table value and the significance value (2-tailed) is greater than 0.05, it suggests that the alternative hypothesis (H1) is rejected, and the null hypothesis (H0) is accepted.

3.7 Time Schedule

In the process of data collection, this research uses the following schedule. This research was conducted at SMK Bina Negara Gubug. This research was conducted in 6 meetings which will be held from January 22^n until February 3rd 2024. The first thing the researcher did was to go to the school to ask for approval to conduct research with the principal and conduct discussions with the English teacher. After getting approval from the school, at the first meeting, a try-out test was conducted. Pre-test for the experimental class on the second meeting. Next was the treatment using word wall media in the third, fourth, and fifth meetings. After that, the post-test was held at the sixth meeting for the experimental class. On the same day as the post-test, the researcher said goodbye to the school because the research had been completed.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the School Profile, the Description of the Respondents, the Analysis of Validity and Reliability, the Pre-test Analysis, the Treatment Activities, the Post-test Analysis, the T-test, and The Discussion of the research Finding.

4.1 School Profile

SMK Bina Negara Gubug is a private school in Gubug. It is located at KH. Hasan Anwar street, Gubug, Grobogan, Central Java. This school uses the Merdeka curriculum in the learning process. SMK Bina Negara has an A accreditation.

SMK Bina Negara Gubug has 4 majors, namely Institutional Financial Accounting, Online Business and Marketing, Office Management Automation, and Computer Network Engineering. There are several facilities at the school. it has 23 classrooms, 1 library, 2 teacher sanitariums, 4 student sanitariums, then there are 3 laboratories for biology, language, and computers. the school has 31 teachers (11 male and 20 female).

4.2 Description of the Respondents

The participants of this study were students of SMK Bina Negara Gubug which consisted of 3 parallel classes TKJ 1, 2, and 3. There are 56 students who participated in this study. They were 28 students of TKJ 1 as the control class and TKJ 2 as the experimental class.

4.3 Analysis of Validity and Reliability

This sub-chapter consists of thevalidity andreliability test of the multiple choice in order to conduct the research.

4.3.1. Validity

This research used content validity and construct validity. In using content validity, English teachers and supervisors were asked to be validators in expert judgment. This was conducted to identify whether the test used was in accordance with the material that had been taught to 10th grade students.The results obtained after conducting validity with the supervisor and English teacher at SMK Bina Negara Gubug were that the instrument given was suitable for testing so that researchers could conduct further research after obtaining validity from expert jusgment.

For construct validity, researchers used Pearson Product Moment Correlation from SPSS 26 to test the validity of 40 question items. The data declared valid if the sig value. (2.tailed) < 0.05. Of all the questions, the researcher took 25 valid questions to be tested at the next step, namely the Pre-test and Post-test. While invalid questions must be removed from the research instrument. The tryout validity and final tryout can be seen in the appendix.

4.3.2. Analysis of Reliability

After completing the validity testing of the test, the reliability of the questionnaire items was assessed using the Cronbach's Alpha

formula in the SPSS 26 program. If the result is higher than 0.60, it can be concluded that the instrument is reliable. Based on the computation, it was found that the reliability of this test was 0.895.

The result of the reliability, which was higher than 0.60, indicates that the instrument was reliable. Below is the reliability result:

Table 4. 1 The Reliability Statistic

Reliability Statistics	
Cronbach's Alpha	N of Items
.895	40

4.4 Pre-test Analysis

This sub chapter presents pre-test standard normality, pre-test standard homogenity and pre-test mean score. The following are the score levels.

Table 4. 2 The Score Level

Score	Grade
66-79	Good
56-65	Average
30-55	Poor

4.4.1 Pre-test Standard Normality

In this study, the pre-test for the control class was conducted on the 25th of January 2024, while for the experimental class, it was conducted on the 27th of January 2024. The purpose of the pre-test was

to determine students' understanding of English vocabulary before being given treatment using wordwall media. Then, to measure English vocabulary skills, students were given a post-test that contained 25 multiple-choice questions.

After researchers obtained pre-test data from the control and experimental classes, the normality of the data from the instrument was very important to analyze. Therefore, researchers used the one-sample Kolmogorov-Smirnov Test from SPSS to process the data. The results of the data showed the following:

Table 4. 3 The Normality of the Control and Experimental class in the Pre- test

One-Sample Kolmogorov-Smirnov Test		Pretestcontrol	Pretestexperimental
N		28	28
Normal Parameters	Mean	64.50	66.00
	Std. Deviation	11.387	10.694
Most Extreme Differences	Absolute	.161	.146
	Positive	.121	.103
	Negative	-.161	-.146
Test Statistic		.161	.146
Asymp. Sig. (2-tailed)		.161	.133
a. Test distribution is Normal.			
b. Calculated from data.			

Based on the table provided, the significance value (2-tailed) for the control class was 0.161, which is greater than 0.05, and for the experimental class was 0.133, also greater than 0.05. This indicates that

the data for both classes follow a normal distribution.

4.4.2 Pre-test Standard Homogeneity

Table 4. 4 Result of The Homogeneity of Pre-test Control and Experimental Class Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
0.616	7	43	0.739

From the Levene's statistic for equality of variances above, the significance score of the data was 0.739, which is greater than 0.05. Because the significance value is greater than 0.05, it can be concluded that the data were homogeneous or equal.

4.4.3 Pre-test Mean Score

After the homogeneity test, the following is the result of the t-test using the independent t-test:

Table 4. 5 Group Statistic

Group Statistics					
	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Prestasi	pretest control	28	64.50	11.387	2.152
	Pretestexper	28	66.00	10.694	2.021

Table 4. 6 Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil	Equal variances assumed	.000	.984	-508	54	.613	-1.500	2.952	-7.419	4.419
	Equal variances not assumed			-508	53.789	.613	-1.500	2.952	-7.419	4.419

From the result of the T-test above, it can be observed that the significance value (2-tailed) in the independent T-test table is 0.613. Since this value is greater than 0.05, it means that H0 (null hypothesis) was accepted. Therefore, there was no significant difference between the mean scores of the control and experimental classes in the pre-test. Consequently, it was important to proceed with administering the treatment.

4.5 Treatment Activities

Treatment was held on Saturday, January 27[th,] and February 3rd, 2024. Treatment was given to the students of TKJ 2 class as the experimental class by giving word wall media in the form of crosswords after being given a narrative text learning process. While the control class was not given treatment for the narrative text learning process.

On Saturday, January 27th, 2024, researchers entered the TKJ 2 class to conduct treatment. The researcher opened the lesson by greetings, introducing herself, then checking the students' attendance, and informing the meaning and purpose of the researcher's coming to the class. At the meeting that day, there were 28 students in the class. Every meeting takes 4x45 minutes for English lessons. In this case, the researcher has a role as a teacher and gives treatment to students. First of all, the researcher opened the class, and then explained a bit about narrative text.

The lesson begins with a discussion about the meaning, purpose, and generic structure of narrative text. Subsequently, the researcher provides a word wall in the form of a crossword to the students. During the word wall activity, students are grouped into teams of 4-5 individuals. If students encounter difficulty comprehending the clues, the researcher assists by providing more specific instructions or clues to facilitate their understanding.

The second and third treatments were conducted on Saturday, February 3rd, 2024, with a time allocation of 4x45 minutes. First of all, the researcher opened the class by saying greetings and then checking the students' attendance. Then the researcher reviewed the narrative text that had been given in the previous week. In this study, it was applied similar to what had been done in the previous week. But in this second treatment, students were given a word wall in the form of crosswords but different clues and answers. In addition, the researcher also pasted some vocabulary that had been printed and then pasted on the wall of the classroom.

The third treatment was carried out on Saturday, February 3rd, 2024. Because the previous narrative material had been reviewed, this treatment was the same as the previous treatment. Students are given a wordwall with instructions and answers that are different from the first and second treatments. When working on crossword puzzles, students are formed into groups consisting of 4-5 students. When working on a word wall in the form of a crossword puzzle, students seemed enthusiastic about discussing the answers and writing them in the boxes provided. When experiencing difficulties, students will ask the researcher what the instructions mean and the researcher explains it to them.

4.6 Post-test Analysis

In this study, post-tests were given for the control class and experimental class. The control class was given a post-test on Thursday, February 1st, 2024. Meanwhile, the experimental class was given on Saturday, February 3rd, 2024. The purpose of giving this post-test is to determine the improvement in students' vocabulary mastery after being given treatment. Students are given 25 multiple-choice questions for the post-test. The questions given are the same as the pre-test that was carried out previously, but the numbers and options have been randomized. The following are the results of the t-test using the independent sample t-test:

Table 4. 7 Group Statistic

	kelompok	N	Mean	Std. Deviation	Std. Error Mean
nilai	control	28	78.57	8.016	1.515
	Experime	28	80.00	8.641	1.633

Group Statistics

Table 4. 8 Independent Simple Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
nilai	Equal variances assumed	.090	.765	-.641	54	.001	-1.429	2.227	-5.894	3.037
	Equal variances not assumed			-.641	53.698	.001	-1.429	2.227	-5.895	3.038

From the table, it is evident that the mean score of the control class is 78.57, while the mean score of the experimental class is 80.00. This indicates that the experimental class achieved a higher score than the control class. Additionally, the independent sample T-test revealed that the significance value (2-tailed) was 0.001, which is less than 0.05. Therefore, the alternative hypothesis (H1) is accepted, and the null hypothesis (H0) is rejected.

In conclusion, there was a significant difference in students'

vocabulary mastery after being taught using word wall media. In other words, word wall media proved to be more effective in improving students' vocabulary mastery. Consequently, the post-test data of the experimental class surpassed that of the control class.

4.7 Discussion of Research Finding

The aim of the research conducted by the researcher was to assess the effectiveness of utilizing word wall media in enhancing the vocabulary mastery of 10th-grade students at SMK Bina Negara Gubug during the Academic Year 2023/2024.

First, a pre-test was administered to evaluate the students' vocabulary mastery. Upon analyzing the research data, it was found that the students' abilities were similar, with the average score of the control class being 64.50 and that of the experimental class being 66.00.

After that, students were treated three times and then given a post-test. The advantages during the research were that the students were well behaved, quite easy to condition, and enthusiastic when given word wall media in the form of crossword puzzles so the researcher was easy when conditioning the class. In addition, researchers also experienced obstacles in providing treatment, students were less active and often chatted with others. Some students also felt shy when responding to the teacher, this is common because they do not know each other.

In this study, teaching and learning activities were effective even though sometimes students did not listen and were easier to condition to be

more conducive, students felt enthusiastic and excited to learn, even if there were questions students did not hesitate to ask what they did not understand. Besides that, there were several obstacles, namely the teacher should be more assertive in reprimanding students when talking to their friends so that the class becomes conducive again and the teacher can explain with a louder voice so that students who are in the back bench can still listen to the explanation given.

In addition, this research has similarities and differences with previous study entitled "Word Wall Website As a Strategy to Improve Students' Vocabulary Mastery." by Umar et al (2023). Both have similarities in objectives, methods, instruments, and significant results. However, the differences remain, that is, the subject of students, the place of research, and the different sampling techniques. In addition, this research was conducted for the SMK level.

The results of the post-test revealed a score of 78.57 for the control class and 88.00 for the experimental class. This indicates a significant difference in score improvement between the control class and the experimental class from the pre-test to the post-test.

In brief, the data analysis, including the independent sample t-test, indicates a significance value (2-tailed) of 0.001, which is less than 0.05. This suggests that the post-test results of the experimental class are higher than those of the control class. Therefore, it can be concluded that the utilization of word wall media is effective in enhancing students' vocabulary mastery.

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.

5.1 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 78.57, whereas that of the experimental class was 80.00. The Independent Sample t-test yielded a significance value (2-tailed) of 0.001, 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.

5.2 Suggestion

This research is anticipated to be valuable and beneficial for teaching and learning. The study demonstrates that word wall media can enhance students' vocabulary mastery at Bina Negara Gubug Vocational School. 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.
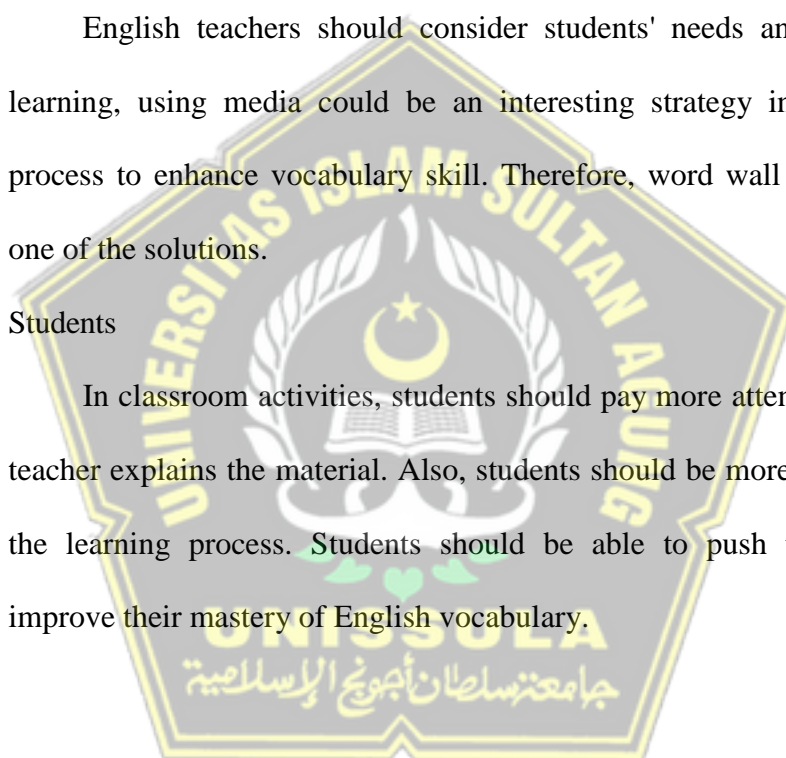
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