Jurnal Pustaka Cendekia Hukum dan Ilmu Sosial
Volume 3, No. 3, October 2025 - January 2026, pp. 807-826
E-ISSN: 2987-4475
https://pchukumsosial.org/index.php/pchs

Improving Students' Vocabulary Skills Using Word Wall Media in Grade Seventh Students at SMP Negeri 2 Wamena

Friska Simatupang[1*], Dwi Puspitosari[2], Lestari Batubara[3]

[1,2,3] Universitas Muhammadiyah Maumere, Jl. Sudirman No.Kelurahan, Waioti, Kec. Alok Tim., Kabupaten Sikka, Nusa Tenggara Timur
friskasimatupang123@gmail.com

Abstract

This study aims to improve the English vocabulary mastery of seventh-grade students at SMP Negeri 2 Wamena through the use of Word Wall media. The background of this study is the low vocabulary mastery of students caused by monotonous conventional teaching methods and the lack of attractive visual media. This study used a Classroom Action Research (CAR) design consisting of two cycles, with 20 students selected through purposive sampling as research subjects. Data were collected through tests (pre-test and post-test), observation sheets, and questionnaires. The results showed a significant increase in students' vocabulary skills, where the average score increased from 51.9 in the pre-test to 65.7 in cycle I, and reached 78.05 in cycle II. At the end of cycle II, 90% of students successfully achieved the Minimum Completion Criteria (KKM) of 70. In addition to academic improvement, the use of Word Wall combined with interactive activities and competitive games also succeeded in increasing students' active participation from 60% to 90%, as well as building their confidence and motivation in learning English. Thus, it can be concluded that the Word Wall media is an effective, practical, and enjoyable tool for improving students' vocabulary mastery.
Keywords: Word Wall, Vocabulary Mastery, English, Classroom Action Research, Junior High School Students.

Abstrak

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata bahasa Inggris siswa kelas VII di SMP Negeri 2 Wamena melalui penggunaan media Word Wall. Latar belakang penelitian ini adalah rendahnya penguasaan kosakata siswa yang disebabkan oleh metode pengajaran konvensional yang monoton dan kurangnya media visual yang menarik. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) yang terdiri dari dua siklus, dengan subjek penelitian sebanyak 20 siswa yang dipilih melalui purposive sampling. Data dikumpulkan melalui tes (pre-test dan post-test), lembar observasi, dan kuesioner. Hasil penelitian menunjukkan peningkatan yang signifikan pada kemampuan kosakata siswa, di mana skor rata-rata meningkat dari 51,9 pada pre-test menjadi 65,7 pada siklus I, dan mencapai 78,05 pada siklus II. Pada akhir siklus II, sebanyak 90% siswa berhasil mencapai Kriteria Ketuntasan Minimum (KKM) sebesar 70. Selain peningkatan akademis, penggunaan Word Wall yang dikombinasikan dengan aktivitas interaktif dan permainan kompetitif juga berhasil meningkatkan partisipasi aktif siswa dari 60% menjadi 90%, serta membangun kepercayaan diri dan motivasi mereka dalam belajar bahasa Inggris. Dengan demikian, dapat disimpulkan bahwa media Word Wall merupakan sarana yang efektif, praktis, dan menyenangkan untuk meningkatkan penguasaan kosakata siswa.
Kata Kunci: Word Wall, Penguasaan Kosakata, Bahasa Inggris, Penelitian Tindakan Kelas, Siswa SMP.

✉Corresponding author: Friska Simatupang
Email Address: friskasimatupang123@gmail.com (Jl. Sudirman No.Kelurahan, Waioti, Kabupaten Sikka, NTT.)
Received 28 February 2026, Accepted 01 February 2026, Published 07 March 2026

INTRODUCTION

English as an international language spoken almost all the world in the global era, language English take an important role as communication language that is used in many sectors of life, such as a trade, bilateral relations, politics, science, technology and many others, in fact, people use language to express their feelings, ideas, and desires. English has become the language spoken by many people around the world to connect and share with others. Hence, one must understand and master the English language in order to gain wider knowledge, information and technology. People need to communicate in performing everyday activities and make the interaction with other people in their lives.

One of the factors contributing to the students' low vocabulary mastery is the use of conventional teaching methods that do not actively engage students. Therefore, there is a need for innovative learning media that can motivate students and help them understand and remember vocabulary more effectively. One medium that is relevant and suitable for Grade 7 students is the Word Wall.

A Word Wall is a visual medium in the form of a wall or classroom board on which new words that have been learned are displayed. These words are arranged in specific categories or according to themes and may be accompanied by pictures, definitions, synonyms, antonyms, or example sentences. Word Walls facilitate visual, kinesthetic, and interactive learning, which can increase students' engagement and interest in learning vocabulary. The importance of vocabulary in language learning cannot be overstated. Vocabulary serves as the foundation upon which all other language skills are built. Without sufficient vocabulary knowledge, students will struggle to comprehend texts, express their ideas in writing, communicate orally, and understand spoken language. Therefore, improving students' vocabulary mastery is a crucial step towards enhancing their overall English proficiency.

To address the vocabulary challenges faced by students, it is necessary to implement innovative strategies that are student-centered and engaging. The use of interactive and visually appealing media can stimulate students' interest and make the learning process more enjoyable. Among various alternatives, the Word Wall stands out as an effective and practical tool to support vocabulary learning in the classroom.

The Word Wall provides continuous exposure to target vocabulary, allowing students to repeatedly see and interact with new words in a meaningful context. By organizing words thematically and incorporating visual aids such as pictures and sample sentences, Word Walls help students form associations and deepen their understanding of word meanings. Moreover, classroom activities related to the Word Wall, such as word games, matching exercises, and collaborative tasks, can encourage active participation, reinforce retention, and promote the use of new vocabulary in authentic communication.

Given the characteristics of Grade 7 students, who are generally in the early stages of adolescence and tend to learn best through interactive, visual, and hands-on activities, the implementation of a Word Wall is highly appropriate. By integrating the Word Wall into vocabulary instruction, it is expected that students will not only improve their vocabulary mastery but also develop greater confidence and motivation to learn English. Furthermore, the role of the teacher is pivotal in facilitating an effective vocabulary learning environment. Teachers are not only responsible for selecting appropriate vocabulary but also for designing meaningful activities that encourage repeated exposure and active usage of new words. By incorporating Word Wall strategies into classroom instruction, teachers can create a supportive and stimulating learning atmosphere where students feel more comfortable and confident in expanding their vocabulary repertoire.

Research in language acquisition supports the idea that visual and contextualized vocabulary presentation enhances retention and recall. According to Nation (2001), repeated exposure to

vocabulary in varied contexts and the use of visual supports can significantly improve students' vocabulary acquisition and long-term memory. Similarly, Thornbury (2002) emphasizes that organizing vocabulary thematically and using interactive techniques can help learners notice, store, and retrieve words more effectively.

In addition, the use of a Word Wall encourages collaborative learning. When students work together to add new words, categorize them, or create sentences, they engage in peer-assisted learning, which fosters deeper understanding and social interaction. This collaborative process not only supports vocabulary growth but also builds communicative competence, critical thinking, and teamwork skills—attributes that are essential in the 21st-century learning framework.

In the context of SMP Negeri 2 Wamena, where many students face challenges in mastering English vocabulary, introducing a Word Wall as a teaching medium holds promise as an innovative, low-cost, and effective solution. Therefore, this study seeks to explore the implementation of the Word Wall to improve students' vocabulary mastery. By doing so, it is expected to contribute positively not only to vocabulary learning outcomes but also to students' motivation, confidence, and active engagement in English language learning.

However, the reality in the classroom often presents a different picture from what is ideally expected. Based on preliminary observations at SMP Negeri 2 Wamena, particularly in Grade 7, students demonstrate several challenges in vocabulary learning. Many students struggle to retain new vocabulary after lessons, often forgetting words within a short period. Their limited vocabulary knowledge directly impacts their ability to comprehend reading passages, construct meaningful sentences, and participate actively in English communication activities. Furthermore, students show low motivation and engagement during vocabulary lessons, as they find traditional teaching methods monotonous and uninteresting.

The challenges faced by students in mastering vocabulary are multifaceted. First, the conventional teaching approach predominantly relies on rote memorization and translation methods, where students are simply asked to memorize word lists without meaningful context or interaction. Second, the lack of visual and interactive learning media makes it difficult for students to form strong mental associations with new words. Third, limited exposure to English outside the classroom restricts opportunities for students to practice and reinforce their vocabulary knowledge. Fourth, the remote geographical location of the school poses additional constraints, including limited access to supplementary learning resources, technology, and authentic English materials. Fifth, many students come from families with minimal English proficiency, resulting in insufficient support for language learning at home.

Despite these challenges, there are strong expectations that appropriate interventions can significantly improve the current situation. It is expected that by implementing the Word Wall strategy, students will experience more engaging and meaningful vocabulary learning. The visual and interactive nature of Word Walls is anticipated to capture students' attention and make vocabulary learning more

enjoyable and memorable. Through continuous exposure to displayed vocabulary and participation in Word Wall-related activities, students are expected to demonstrate improved vocabulary retention, increased confidence in using new words, and greater willingness to participate in English learning activities.

Furthermore, it is hoped that the Word Wall implementation will create a positive shift in the classroom learning atmosphere**.** Teachers expect that students will become more active learners who take initiative in exploring and using new vocabulary rather than passive recipients of information. The collaborative activities associated with Word Wall usage are expected to foster peer interaction, mutual learning, and a supportive classroom community where students feel comfortable experimenting with new language. Additionally, it is anticipated that the success of this intervention at SMP Negeri 2 Wamena could serve as a practical model for other schools facing similar challenges, particularly in remote areas with limited resources.

The gap between the current reality and these expectations underscores the urgency and significance of this study. While students currently struggle with vocabulary mastery due to ineffective teaching methods and limited resources, the implementation of Word Wall media offers a promising, low-cost, and practical solution that aligns with students' developmental characteristics and learning preferences. By systematically investigating the effectiveness of Word Wall implementation through classroom action research, this study aims to bridge the gap between the existing challenges and the desired learning outcomes, ultimately contributing to meaningful improvements in students' vocabulary mastery and overall English language proficiency at SMP Negeri 2 Wamena.

METHODS

Types of Research

This research applies a Classroom Action Research (PTK) design combined with a Quantitative approach. The study is aimed at improving vocabulary mastery through the implementation of Word Wall media and measuring its effectiveness through numerical data such as test scores.

According to Kemmis and McTaggart (1988), Classroom Action Research is a form of self-reflective inquiry carried out by teachers in their own classrooms to improve the quality of teaching and learning practices. This type of research is cyclical in nature, consisting of four interrelated stages:

1. **Planning ─** identifying problems and planning intervention strategies,
2. **Acting ─** implementing the planned intervention,
3. **Observing ─** collecting data on the implementation,
4. **Reflecting ─** evaluating the results to make improvements for the next cycle.

Location of the Research

The research was conducted at SMP Negeri 2 Wamena, Jayawijaya Regency, Papua, involving students of Grade VII in the 2024/2025 academic year.

Research Time

The research was carried out over a period of three months, from maret to June 2025.

Population and sample

Population

The population of this research was all seventh-grade students of SMP Negeri 2 wamena in the academic year 2024/2025. The total number of seventh-grade students was approximately 280, divided into seven classes.

Sample

The researcher used purposive sampling to select one class consisting of 40 the students, but only 20 students were chosen (9 males and 11 females). These students were selected because, based on the diagnostic vocabulary test, most of them scored below the Minimum Mastery Criteria (KKM) and experienced difficulties in learning vocabulary. Therefore, this class was considered representative for the purpose of this study.

Data Collection Technique

Test

Test is a series of questions or exercise and other tools used to measure the skills, knowledge, intelligence, ability or talent owned by individuals or groups Arikunto, (2006: 150).

Questionnaire

According to Sugiyono (2016: 199), a questionnaire is a data collection technique carried out by giving a set of written questions or statements to respondents to be answered. Similarly, Arikunto (2010: 194) defines a questionnaire as a number of written questions used to obtain information from respondents about themselves or things they know.

Research Variable

1. Independent Variable (X): Using Word Wall as a media for learning vocabulary.
2. Dependent Variable (Y): The improving of students' vocabulary.

Techniques Analysis Data

This Research applies Quantitative data analysis to evaluate the improvement in students' vocabulary mastery after the implementation of the Word Wall media. The data analyzed comes from the Pre-test and Post-test results, which were administered before and after the classroom action.

The step of analysis are as follows:

1. Calculating the mean score of both Pre-test and Post-test.
2. Determining the difference between Post-test and Post-test scores to determine the level of improvement.
3. Concluding whether there is a significant improvement in students' vocabulary mastery after using the Word Wall.

Analysis of Data Research

According to Nurgiyantoro, (2010: 219) find the mean formula is a follows:

In analyzing the numerical data, first the writer tries to get the average of students' per action one cycle. It used to know how well students' score as whole on. It uses the formula:

$$\overline{x} = \frac{\sum x}{N}$$

Where:

$\overline{X}$ = mean

X = individual score

N = number of students

This formula is used to calculate the average score of students per action in one cycle. It helps determine how well students perform as a whole by dividing the total of individual scores by the number of students, providing an overall picture of class achievement.

Second, the write to get the class percentage which pas the KKM 70. It uses the formula:

$$P = \frac{F}{N} x100\ \%$$

Where:

P = the class percentage

F = total percentage score

N = number of student

This formula calculates the percentage of students who pass the Minimum Mastery Criterion (KKM) of 70. It measures the success rate of the teaching method by showing what proportion of the class has successfully mastered the material, which is essential for evaluating classical completeness.

Third, after getting mean on f students' score per action the research identifies whether or not there might have students' improvement score on vocabulary from preliminary study in Cycle I and Cycle II. In analyzing that the write uses the formula:

$$P = \frac{y1 - y}{y} x100\%$$

Where:

P = percentage of students' improvement

y1= Pre-test result

y = Post-test 1

This formula measures the percentage of improvement in students' vocabulary skills from the pre-test to post-test 1 in Cycle I. It shows the effectiveness of the intervention by comparing initial performance with results after the first cycle of action

$$P = \frac{y2 - y}{y} x100\%$$

Where:

P = Percentage of students' improvement

y = Pre-test result

y2 = Post-test 2

This formula calculates the percentage of improvement from post-test 1 to post-test 2 in Cycle II. It identifies whether there is continued progress and improvement after modifications are made between cycles, demonstrating the overall effectiveness of the action research in enhancing students' vocabulary abilities.

Research Model

Figure 1. Model
Sumber : PTK Model Kemmis and McTaggart (1998:6)

RESULTS AND DISCUSSION

Findings of the Preliminary Research

This research was conducted at SMP Negeri 2 Wamena, Jayaijaya Regency, Papua, during the second semester of the 2024/2025 academic year. The school has adequate learning facilities such as a spacious classroom, a whiteboard, and wall space that allows the use of Word Wall as a visual learning medium.

The participants of this research were 20 seventh-grade students, consisting of 9 male students and 11 female students. The sample was chosen using purposive sampling based on the results of a diagnostic vocabulary test, which revealed that most students scored below the Minimum Matery Criteria (KKM) of 70.

Preliminary interviews with the students indicated that they had low motivation in learning English vocabulary because they found it difficult to remember word meanings and use them in sentences. Most students were used to rote memorization, which they considered boring and unengaging. This situation led to the use of Word Wall as an alternative teaching medium to motivate students and help them remember vocabulary visually and contextually.

Data Analysis

The data analysis in this research was conducted to determine the improvement of students' vocabulary mastery after the implementation of Word Wall media. The data were collected from vocabulary tests, namely the Pre-test, Post-test Cycle I, and Post-test Cycle II.

Pre-test Results

Before conducting the research, the researcher conducted a pre-test to measure the students' abilities. After conducting the pre-test, the results obtained from 20 students were as follows:

Table 1. the Result of Student' Pre-test

No	Student	Pre-test	KKM (70)	Status
1	S1	50	70	Not Passed
2	S2	55	70	Not Passed
3	S3	53	70	Not Passed
4	S4	58	70	Not Passed
5	S5	51	70	Not Passed
6	S6	50	70	Not Passed
7	S7	54	70	Not Passed
8	S8	52	70	Not Passed
9	S9	49	70	Not Passed
10	S10	56	70	Not Passed
11	S11	55	70	Not Passed
12	S12	50	70	Not Passed
13	S13	48	70	Not Passed
14	S14	54	70	Not Passed
15	S15	53	70	Not Passed
16	S16	50	70	Not Passed
17	S17	49	70	Not Passed
18	S18	52	70	Not Passed
19	S19	51	70	Not Passed
20	S20	48	70	Not Passed
Total		1.038		
Average		51.9		

At the beginning of the research, **S1** scored 50 on the pre-test, which was below the minimum mastery criterion (KKM = 70). **S2** obtained 55 in the pre-test, slightly above the class average but still below the KKM. **S3** started with a pre-test score of 53. **S4** had one of the highest pre-test scores, 58. **S5** began with a pre-test score of 51. **S6** started with a low score of 50. **S7** pre-test score was 54. **S8** began with a score of 52 in the pre-test. **S9** had a pre-test score of 49, one of the lowest. **S10** scored 56 in the pre-test, above the class average. **S11's** pre-test score was 55. **S12** started with a score of 50. **S13** had the lowest pre-test score of 48. **S14** began with 54 in the pre-test. **S15's** pre-test score was 53. **S16** started with a score of 50. **S17** obtained 49 in the pre-test. **S18's** pre-test score was 52. **S19** scored 51 in the pre-test. **S20** was one of the students with the lowest pre-test score 48.

Based on the pre-test, the students' average score was 51.9. This score was still below the Minimum Mastery Criteria (KKM), which is 70. It indicates that most students had not yet mastered vocabulary well and improvement actions were required.

Post-test Cycle I Results

After conducting a pre-test, the researcher saw that no students had reached Wordwall media. Following the implementation of Word Wall media in Cycle I, students demonstrated measurable improvement:

Table 2. The Result of Students Cycle I

No	Student	Pre-test	Post-test Cycle I	KKM (70)	Improvement
1	S1	50	65	70	+15
2	S2	55	68	70	+13
3	S3	53	66	70	+13
4	S4	58	70	70	+12
5	S5	51	64	70	+13
6	S6	50	63	70	+13
7	S7	54	66	70	+12
8	S8	52	65	70	+13
9	S9	49	63	70	+14
10	S10	56	69	70	+13
11	S11	55	68	70	+13
12	S12	50	64	70	+14
13	S13	48	62	70	+14
14	S14	54	66	70	+12
15	S15	53	66	70	+13
16	S16	50	64	70	+14
17	S17	49	63	70	+14
18	S18	52	65	70	+13
19	S19	51	64	70	+13
20	S20	48	62	70	+14
Total		1.038	1.313		
Average		51.9	65.7		+13.8

During the first cycle, after the implementation of the Word Wall media, **S1** the score increased to 65, showing an improvement of 15 points. Although the student had not yet reached the KKM, this indicated a significant improvement in understanding vocabulary. **S2** the score rose to 68 (+13 points). **S3** the score improved to 66 (+13 points), but the student had not yet reached the KKM. **S4** the score increased to 70, meeting the KKM, making S4 the only student who passed in the first cycle. **S5** the score increased to 64 (+13 points). **S6** the score rose to 63 (+13 points). **S7**, it increased to 66 (+12 points). **S8** the score rose to 65 (+13 points). **S9** the score improved to 63 (+14 points). **S10** the score increased to 69 (+13 points). **S11,** it increased to 68 (+13 points). **S12** it increased to 64 (+14 points). **S13** the score improved to 62 (+14 points). **S14** the score rose to 66 (+12 points). **S15** it increased to 66 (+13 points). **S16,** it rose to 64 (+14 points). **S17** the score increased to 63 (+14 points). **S18** it rose to 65 (+13 points). **S19** the score improved to 64 (+13 points). **S20** the score increased to 62 (+14 points).

After the implementation of Word Wall media in Cycle I, the students' average score increased to 65.7, showing an improvement of 13.8 points compared to the Pre-test. Although there was a positive improvement, many students had not yet reached the KKM. Therefore, further action was needed in Cycle II.

Post-test Cycle II Results

After conducting cycle I, the researcher realized that there were still some students who had not reached the KKM. So the researcher conducted cycle II. After implementing enhanced strategies in cycle II, students demonstrated substantial further improvement:

Table 3. The Result of Students Cycle II

No	Students	Post-test Cycle I	Post-test Cycle II	Improvement
1	S1	65	78	+13
2	S2	68	80	+12
3	S3	66	79	+13
4	S4	70	82	+12
5	S5	64	77	+13
6	S6	63	76	+13
7	S7	66	79	+13
8	S8	65	78	+13
9	S9	63	76	+13
10	S10	69	81	+12
11	S11	68	80	+12
12	S12	64	77	+13
13	S13	62	76	+14
14	S14	66	79	+13
15	S15	66	79	+13
16	S16	64	77	+13
17	S17	63	76	+13
18	S18	65	78	+13
19	S19	64	77	+13
20	S20	62	76	+14
Total		1.313	1.601	
Average		65.7	78.05	+13.0

After cycle II, **S1** the score increased again to 78, adding 13 more points, and successfully exceeded the KKM. This shows that the use of Word Wall effectively helped S1 move from a low level to a satisfactory result. **S2** in the second cycle, the score increased again to 80, resulting in a total gain of 25 points. This steady progress shows that S2 had a good foundation and was able to achieve a high score through consistent learning with Word Wall. **S3** in the second cycle, the score rose again to 79, making a total improvement of 26 points. This demonstrates that S3 showed consistent and continuous progress from cycle to cycle. **S4** in the second cycle, the score rose further to 82, a total improvement of 24 points. **S5** in the second cycle, it rose again to 77 (+13 points). The total improvement of 26 points shows that S5 made steady progress from below the KKM to achieving mastery. **S6** in the second cycle, the score increased again to 76, making a total improvement of 26 points. **S7** in the second cycle, it improved again to 79 (+13 points). **S8**, it increased again to 78 (+13 points). **S9** in the second cycle, it rose to 76 (+13 points). **S10** in the second cycle, it rose again to 81 (+12 points). **S11** in the second cycle, it rose to 80 (+12 points). **S12** in the second cycle, the score rose to 77 (+13 points). **S13** in the second cycle, it increased again to 76 (+14 points). **S14** the second cycle, it increased to 79 (+13 points). **S15** in the second cycle, it rose to 79 (+13 points). **S16** the score improved again to 77 (+13 points), with a total of 27 points improvement. This shows that the student successfully reached the learning target. **S17** in the second cycle, it improved again to 76 (+13 points). **S18** In the second cycle, it increased to 78 (+13 points), making a total gain of 26 points. The improvement was consistent and showed steady progress. **S19** it rose again to 77 (+13 points). **S20** in the second cycle, it improved again

to 76 (+14 points). With a total gain of 28 points, S20 showed the greatest improvement in the class, along with S13.

In Cycle II, the students' average score further increased to 78.05, which represents and improvement of 13.0 points from Cycle I. At this stage, most of the students successfully achieved the KKM and demonstrated higher activeness and confidence in using English vocabulary.

Overall, there was an improvement of 26.8 points from the Pre-test to Post-test Cycle II. This result proves that the use of Word Wall media was effective in improving the vocabulary mastery of the seventh-grade students at SMP Negeri 2 Wamena.

Finding Cycle I

Planning

The planning stage constituted the crucial initial step in implementing this classroom action research. At this stage, the researcher conducted a series of systematic preparations to ensure the smooth execution of the learning process. The first step taken was selecting vocabulary materials with the themes "Daily Activities" and "Things in the Classroom". The selection of these two themes was based on considerations of relevance to students' daily lives, with the expectation that it would facilitate students in understanding and memorizing the vocabulary being learned.

Subsequently, the researcher designed the Word wall as the primary learning medium in this research. The designed Word wall incorporated comprehensive components, including target vocabulary words, illustrative pictures to reinforce visual understanding, clear and easily comprehensible definitions, synonyms or antonyms to expand students' vocabulary knowledge, and example sentences demonstrating word usage in real contexts. The completeness of these components aimed to provide students with a thorough understanding of each vocabulary word being studied.

For data collection purposes, the researcher prepared several research instruments. First, observation sheets were compiled to monitor and record the level of student participation and engagement during the learning process. Second, the researcher developed vocabulary test instruments consisting of pre-test and post-test to measure students' initial ability before treatment and students' progress after participating in learning using the Word wall. Third, the researcher designed a questionnaire to gather information regarding students' responses, feedback, and perceptions toward the implementation of Word wall in English vocabulary learning..

Acting

The implementation stage of the first cycle was conducted in two meetings with carefully planned time allocation and activities. Each meeting was designed to achieve specific and continuous learning objectives.

In the first meeting, the teacher began the lesson by introducing the concept and function of Word wall as a vocabulary learning medium to students. The teacher explained in detail the meaning of each vocabulary word, correct pronunciation, and the context of using these words in daily communication. To enhance student involvement and learning motivation, the teacher integrated an educational game

activity in the form of a matching game, where students were asked to match words with appropriate pictures. This activity was designed to create an interactive, enjoyable, and meaningful learning atmosphere for students.

The second meeting focused on the application and internalization of vocabulary learned in the previous meeting. Students were given the opportunity to construct their own sentences using vocabulary from the Word wall. This activity aimed to train students in applying their new vocabulary knowledge in broader and more meaningful contexts, while simultaneously developing productive skills in English. After the learning activities concluded, this meeting closed with the implementation of the post-test for the first cycle. This post-test was conducted to measure the level of students' understanding and mastery of vocabulary after participating in learning with the Word wall medium, as well as to evaluate the effectiveness of the actions implemented in the first cycle.

Observation

During the implementation of learning in Cycle I, the researcher conducted careful observations of classroom dynamics and students' responses to the implementation of Word wall. The observations revealed that most students displayed a considerably high level of curiosity toward Word wall activities, which were new to them. Students' enthusiasm was evident from their attentive facial expressions when the teacher introduced this learning medium. However, the level of active student participation was not yet evenly distributed. Observation results recorded that approximately 60% of students demonstrated active involvement in learning activities, such as answering questions, participating in word-picture matching games, and attempting to use new vocabulary in communication. Meanwhile, the remaining 40% of students still appeared hesitant and tended to be passive in following the lesson.

The researcher also identified several obstacles that emerged during the learning process. A number of students showed reluctance to speak in English, possibly due to lack of confidence or fear of making mistakes in front of their peers. These students preferred to remain silent and observe, even though they understood the material being taught. Nevertheless, there was a fairly significant positive change in the classroom atmosphere. The learning environment became more interactive and dynamic compared to traditional learning methods that relied solely on rote memorization. Interactions between teacher and students, as well as among students themselves, began to develop through activities involving the Word wall.

Reflection

Based on the analysis of Cycle I post-test scores and findings from observations, the researcher conducted an in-depth reflection on the implementation of the action. Although there was a fairly encouraging score improvement with the class average rising from 51.9 to 65.7, this achievement was not yet fully satisfactory. The facts showed that most students had not yet reached the established Minimum Mastery Criteria (KKM). This indicated that the intervention conducted in Cycle I, although effective in improving vocabulary mastery, still required further refinement and development.

Based on this reflection, the researcher identified several weaknesses in the implementation of Cycle I that needed improvement. First, the learning methods were still insufficiently varied, thus unable to maintain the motivation and involvement of all students maximally. Second, opportunities for speaking practice were still limited, whereas productive skills are very important in vocabulary mastery. Third, group work had not been optimized to ensure active participation from every student. Therefore, for Cycle II, the researcher planned several strategic improvements expected to optimize learning outcomes. These improvements included: (1) adding competitive games such as word race and guess the word to increase student motivation and involvement, (2) providing more speaking practice opportunities so students would be more confident in using English, and (3) organizing group work more structurally to ensure all students were actively involved and no one was left behind.

Finding Cycle II

Planning

Responding to the reflection results of Cycle I, the researcher designed Cycle II learning with more comprehensive improvements. Vocabulary materials were focused on new themes that were more interesting and relevant to students' lives, namely "Food and Drinks" and "Public Places." The selection of these themes was based on the consideration that both topics were very close to students' daily experiences, thus expected to facilitate the vocabulary internalization process. Learning activities were expanded and enriched with various more varied and challenging activities, including word race, charades, and short dialogue creation. The addition of these activities aimed to create more dynamic, competitive, and enjoyable learning, while providing maximum language practice opportunities for students

Acting

Cycle II was implemented in two meetings with progressively designed activities. In the first meeting, the researcher applied a more competitive and collaborative learning approach. Students were divided into several small groups and asked to compete in correctly categorizing various vocabulary items on the Word wall. This activity was designed not only to test students' understanding of new vocabulary but also to train critical thinking skills and teamwork. The healthy competitive atmosphere created high intrinsic motivation among students, where each group tried to show their best performance.

The second meeting increased the complexity of activities by asking students to create and present short dialogues using the new vocabulary they had learned. This activity provided students with opportunities to apply their knowledge in more authentic and meaningful communication contexts. Students were not only asked to memorize vocabulary but also to use it creatively in everyday conversational situations. Each group performed in front of the class presenting their dialogues, which helped increase students' confidence in speaking English. This meeting concluded with the implementation of the Cycle II post-test to measure students' final achievement and the effectiveness of the improvements that had been applied.

Observation

Observations during Cycle II showed an extraordinary transformation in classroom dynamics and student participation. Class participation increased dramatically, with approximately 90% of students showing active involvement in every learning activity. This change was in stark contrast to the conditions in Cycle I where only 60% of students actively participated. Many students displayed courage and high enthusiasm to volunteer in the games held, no longer showing hesitation or fear as in the previous cycle. Students' confidence in using new vocabulary increased significantly, both in oral and written tasks.

The researcher also observed an improvement in the quality of collaboration in group work. Students who were previously passive began to actively contribute to their group discussions, encouraged by a more supportive atmosphere and clearer group work structure. When asked to perform short dialogues, students showed high enthusiasm and even added creative elements such as expressive gestures and intonation. The classroom atmosphere became more lively, full of positive interactions, and students' laughter enjoying the learning process. This attitude change not only impacted cognitive learning outcomes but also the affective and social aspects of students.

Reflection

At the end of Cycle II, a comprehensive evaluation showed that the research objectives had been achieved very well. As many as 90% of students successfully reached the KKM, demonstrating that Word wall as a learning strategy had proven effective in improving students' vocabulary mastery. This success was not only reflected in the increase in test scores but also in positive changes in learning motivation, self-confidence, and students' communication abilities in English.

In-depth reflection revealed that the success of Cycle II was greatly influenced by the addition of competitive game elements and more speaking practice opportunities. The more varied and interactive learning approach successfully created a conducive learning environment where students felt motivated to participate actively without fear of making mistakes. The use of game-based media proved to have a positive impact not only on cognitive learning outcomes but also on the overall classroom atmosphere. The classroom became more lively, dynamic, and full of positive interactions between teacher and students as well as among students.

The researcher concluded that the combination of attractive visual media (Word wall), enjoyable competitive activities, and adequate language practice opportunities constituted the right formula for English vocabulary learning at the elementary school level. This success demonstrated that language learning does not have to depend on boring memorization methods but can be conducted through approaches that are more interesting, meaningful, and enjoyable for students.

Score Improvement Analysis

Improvement of students' Vocabulary Mastery.

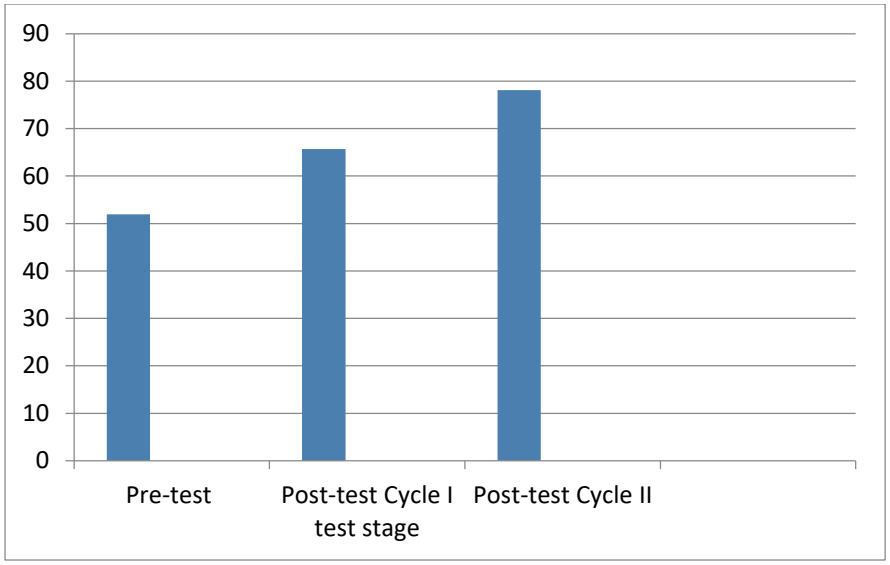

Figure 2. Presents a bar chart illustrating the improvement of the students' average scores across the three test stages, namely the Pre-test, Post-test Cycle I, and Post-test Cycle II.

The implementation of the Word wall strategy demonstrated a remarkable progressive improvement in students' vocabulary mastery throughout the research cycles. At the initial stage, the pre-test results painted a concerning picture of the students' vocabulary knowledge. The class average stood at merely 51.9, revealing that students' foundational understanding of English vocabulary was significantly weak and fell considerably short of the established Minimum Mastery Criteria (KKM). This baseline data indicated that the majority of students struggled with basic vocabulary recognition, comprehension, and application, highlighting an urgent need for effective intervention to bridge this learning gap.

Following the implementation of the first intervention cycle, the classroom witnessed encouraging signs of improvement. The post-test results for Cycle I showed the average score climbing to 65.7, representing a meaningful gain of 13.8 points from the initial assessment. This upward trajectory provided the first concrete evidence that the Word wall strategy was beginning to take root in students' learning processes. The improvement suggested that the visual representation of vocabulary, combined with contextual examples and interactive activities, started to resonate with students' learning styles. Students were gradually becoming more familiar with the vocabulary items and showed initial signs of being able to recall and utilize them more effectively than before. However, while this progress was promising, it was clear that many students still had not reached the desired level of mastery, indicating room for further enhancement.

The second cycle brought about even more impressive results that exceeded the researcher's expectations. The Cycle II post-test revealed that the average score had surged to 78.05, marking a substantial increase of 13.0 points from Cycle I. What made this improvement particularly noteworthy was that it surpassed the gains achieved in the first cycle, demonstrating that the strategic refinements implemented—including the addition of competitive games, increased speaking practice, and more structured group work—had amplified the intervention's effectiveness. By this stage, the classroom had

undergone a transformation in terms of vocabulary competency. Nearly all students successfully achieved the KKM, with only a small minority falling slightly short. This achievement represented not just numerical improvement but a fundamental shift in students' confidence and ability to engage with English vocabulary meaningfully.

When examining the complete trajectory from the beginning to the end of the research, the results become even more striking. The total improvement of 26.8 points—from the pre-test score of 51.9 to the final post-test score of 78.05 in Cycle II—represents an increase of approximately 50% from the initial baseline. This substantial enhancement provides compelling evidence that the Word wall strategy, when implemented systematically and refined based on ongoing reflection, serves as a highly effective pedagogical tool for vocabulary instruction. The consistent upward trend across both cycles demonstrates that the intervention was not merely producing temporary gains but was fostering genuine, sustained improvement in students' vocabulary mastery.

The success of this intervention at SMP Negeri 2 Wamena suggests several important implications. First, it validates the effectiveness of visual learning aids in language acquisition, particularly for young learners who benefit from multiple sensory inputs. Second, it demonstrates the importance of iterative improvement in teaching practices, as the superior results in Cycle II were directly attributable to adjustments made after reflecting on Cycle I's outcomes. Third, it highlights that vocabulary learning becomes significantly more effective when students are actively engaged through games, competition, and authentic communication tasks rather than passive memorization. The Word wall proved to be more than just a display of words on the classroom wall; it became a dynamic, interactive resource that transformed how seventh-grade students at SMP Negeri 2 Wamena approached and internalized English vocabulary.

Discussion

The journey of vocabulary improvement documented throughout this research tells a compelling story about the transformative power of innovative teaching strategies. The remarkable progression from an initial average score of 51.9 in the pre-test to a final score of 78.05 in the post-test of Cycle II represents more than mere numbers—it reflects a fundamental shift in how students engaged with and internalized English vocabulary. This substantial improvement finds strong theoretical grounding in the work of Nation (2001), who persuasively argued that vocabulary acquisition is not a single-exposure event but rather a gradual process strengthened through repeated encounters with words in meaningful, visual contexts. The Word wall, by its very nature as a permanent classroom fixture that students encountered daily, provided exactly this kind of sustained, repeated exposure that Nation identified as crucial for deep memory retention and long-term vocabulary mastery.

The effectiveness of the Word wall strategy also resonates deeply with the foundational principles articulated in Paivio's Dual Coding Theory (1986). Paivio's research revealed a fascinating aspect of human cognition: our brains process and store information more efficiently when it arrives through multiple channels simultaneously. By presenting vocabulary both as written text and as corresponding

visual images, the Word wall activated two distinct but complementary cognitive pathways in students' minds. When students encountered a new word, they were not merely reading letters on a page; they were simultaneously processing a visual representation that gave concrete meaning to the abstract linguistic symbol. This dual encoding created stronger, more resilient memory traces, making it significantly easier for students to recall and use vocabulary when needed. The dramatic improvements observed in this study suggest that this dual-channel approach was particularly effective for young learners at SMP Negeri 2 Wamena, who benefited from having multiple mental "hooks" on which to hang their new vocabulary knowledge.

The patterns of improvement documented in this research echo findings from similar studies in the Indonesian educational context, particularly the work of Indriani (2020). Indriani's research had previously demonstrated that Word wall implementation could elevate vocabulary test scores while simultaneously kindling greater enthusiasm for learning among Indonesian students. The parallels between these studies are striking and suggest that the Word wall strategy possesses a kind of cultural and contextual flexibility that makes it effective across different Indonesian schools and student populations. However, this research goes beyond merely confirming Indriani's findings; it extends our understanding by documenting how the strategy's effectiveness can be amplified through iterative refinement and the strategic incorporation of competitive games and collaborative activities.

Perhaps one of the most significant findings of this research relates to the dramatic increase in active student participation observed across the two cycles. This transformation in classroom dynamics finds theoretical support in Vygotsky's Sociocultural Theory (1978), which positioned social interaction not as a peripheral element of learning but as its very foundation. Vygotsky argued that cognitive development occurs primarily through social engagement, dialogue, and collaborative problem-solving. The Word wall activities—particularly in Cycle II with its emphasis on group competitions, dialogue creation, and peer presentations—created rich opportunities for exactly this kind of meaningful social interaction. Students were not learning vocabulary in isolation but were negotiating meanings, helping each other, competing in friendly ways, and using language together. This social dimension transformed vocabulary learning from a solitary, potentially tedious task into a vibrant, communal activity that students genuinely enjoyed.

From an affective and motivational perspective, the Word wall intervention achieved something that traditional vocabulary instruction often fails to accomplish: it transformed the emotional climate of the classroom. Before the intervention, vocabulary learning was likely experienced by many students as a dreary obligation involving endless memorization of disconnected words. The Word wall, especially with its embedded games and competitive elements, fundamentally altered this dynamic. The classroom atmosphere shifted from one characterized by passive reception and potential anxiety to one buzzing with active engagement and enjoyment. The vocabulary-based games introduced an element of positive competitiveness that motivated students to participate more eagerly. Rather than fearing mistakes—a common anxiety that silences many language learners—students became more willing to

take risks, volunteer answers, and experiment with new vocabulary because the game-like context made errors feel less threatening and more like natural parts of the learning process.

When contrasted with conventional memorization-based approaches to vocabulary instruction, the Word wall method reveals its superiority through its fundamentally different conception of how vocabulary knowledge develops. Traditional methods often treat words as isolated units to be memorized through repetition, divorced from meaningful context or visual support. The Word wall, by contrast, embedded each vocabulary item within a rich web of connections: words were linked to vivid images that illustrated their meanings, grouped into thematic categories that showed their relationships to other words, and accompanied by example sentences that demonstrated their use in authentic communication. This multidimensional presentation aligns beautifully with Constructivist Learning Theory, particularly the insights of Piaget (1950) and Bruner (1960), who revolutionized educational thinking by demonstrating that learning is not a passive absorption of information but an active construction of knowledge. According to constructivist principles, learners build new understanding by connecting new information to their existing knowledge schemas and by engaging with content in ways that are personally meaningful. The Word wall facilitated exactly this kind of constructivist learning by providing multiple entry points for understanding and by encouraging students to actively manipulate, categorize, and use vocabulary rather than simply memorizing definitions.

The implications of these findings extend well beyond the immediate context of vocabulary instruction. This research demonstrates that the Word wall strategy cultivates not only improved vocabulary mastery—though that alone would be valuable—but also nurtures more positive attitudes toward English learning generally. Students who participated in this study did not just learn more words; many of them also developed greater confidence in their ability to learn English, more enthusiasm for engaging with the language, and reduced anxiety about using English in both spoken and written forms. These affective changes are critically important because they lay the psychological and motivational foundation necessary for developing other essential language skills. A student who feels confident and motivated about vocabulary is far more likely to embrace the challenges of reading English texts, attempting to speak in English, or working on writing assignments. Thus, the benefits of the Word wall intervention ripple outward, potentially influencing students' overall English language development trajectory. The Word wall proves to be not merely a teaching technique but a catalyst for broader transformation in how students perceive themselves as language learners and how they engage with the ongoing challenge of mastering English as a foreign language.

CONCLUSION

Based on the research findings and discussion presented in Chapter IV, it can be concluded that the implementation of Word Wall media has proven to be effective in improving vocabulary mastery among seventh-grade students at SMP Negeri 2 Wamena. This effectiveness is evidenced by the significant increase in students' average vocabulary test scores from 51.9 in the pre-test to 65.7 in post-

test Cycle I, and further to 78.05 in post-test Cycle II, showing a total improvement of 26.8 points. By the end of Cycle II, 90% of students achieved scores that met or exceeded the Minimum Mastery Criteria (KKM) of 70, indicating that the Word Wall strategy successfully helped students reach the required competency standards.

The use of Word Wall media transformed the classroom atmosphere from passive and teacher-centered to active and student-centered. Student participation increased significantly from approximately 60% in Cycle I to 90% in Cycle II, demonstrating greater enthusiasm, confidence, and willingness to use English vocabulary in both spoken and written contexts. The interactive and game-based activities integrated with the Word Wall successfully reduced students' fear of making mistakes and fostered a positive attitude toward learning English.

The positive outcomes of this research align with the theoretical frameworks that underpin the study, including Dual Coding Theory (Paivio, 1986), Vygotsky's Sociocultural Theory (1978), and Constructivist Learning Theory (Piaget, 1950; Bruner, 1960). Furthermore, the implementation of Word Wall media is consistent with the principles of the Merdeka Curriculum, which emphasizes student-centered learning, active participation, creativity, and differentiated instruction. Therefore, based on the substantial improvement in vocabulary test scores, the high achievement rate of the KKM, and the positive changes in student engagement and motivation, the alternative hypothesis (H1) stating that the use of Word Wall media significantly improves vocabulary mastery among seventh-grade students at SMP Negeri 2 Wamena is accepted.

REFERENCES

Brabham, E. G., & Villaume, S. K. (2001). Building walls of words. *The Reading Teacher*, 54(7), 700-702.

Bruner, J. S. (1960). *The process of education*. Cambridge, MA: Harvard University Press.

Cooper, J. D., & Kiger, N. D. (2003). *Literacy: Helping children construct meaning* (5th ed.). Boston: Houghton Mifflin.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson Education.

Graves, M. F. (2006). *The vocabulary book: Learning and instruction*. New York: Teachers College Press.

Harmon, J. M., Wood, K. D., & Hedrick, W. B. (2009). Instructional strategies for teaching content vocabulary, grades 4-12. *Intervention in School and Clinic*, 44(3), 150-159.

Indriani, L. (2020). Improving students' vocabulary mastery through Word Wall strategy. *Journal of English Language Teaching*, 9(2), 145-158.

Iskandar, D., & Narsim. (2015). *Penelitian tindakan kelas dan publikasinya*. Cilacap: Ihya Media.

Jackson, J. R., & Narvaez, R. (2013). Interactive word walls: Transforming content vocabulary instruction. *Science Scope*, 37(3), 45-49.

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Panduan pembelajaran dan asesmen kurikulum merdeka*. Jakarta: Kemendikbudristek.

Kemmis, S., & McTaggart, R. (1988). *The action research planner* (3rd ed.). Victoria: Deakin University Press.

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge: Cambridge University Press.

Paivio, A. (1986). *Mental representations: A dual coding approach*. Oxford: Oxford University Press.

Piaget, J. (1950). *The psychology of intelligence*. London: Routledge & Kegan Paul.

Rasinski, T., & Padak, N. (2008). From phonics to fluency: Effective teaching of decoding and reading fluency in the elementary school (2nd ed.). Boston: Allyn & Bacon.

Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.

Septiani, R. (2022). The effectiveness of Word Wall technique in improving students' vocabulary achievement. *English Education Journal*, 13(1), 78-92.

Thornbury, S. (2002). *How to teach vocabulary*. Harlow: Longman.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Wilkins, D. A. (1972). *Linguistics in language teaching*. London: Edward Arnold