# The Use of Word Wall Media to Improve Students' Vocabulary Mastery

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**Abstract:**
This study aimed to determine whether word wall media can enhance vocabulary mastery among seventh-grade students in class 7D at SMP ADVENT UNKLAB AIRMADIDI during the second semester of the 2023/2024 academic year. The research was conducted over two cycles using Classroom Action Research of the Kemmis and McTaggart design, which includes four phases: planning, acting, observing, and reflecting. The participants comprised 34 students (26 males and 8 females). Data were collected through pre-tests and post-tests to assess vocabulary mastery. The pre-test results showed that only 29% of students (10 students) met the minimum mastery criteria (MMC) score of 70. After implementing word wall media in Cycle 1, the post-test revealed a significant improvement, with 47% (16 students) achieving mastery. However, this still did not meet the success indicator of 80%. In Cycle 2, following further treatment, the post-test results improved dramatically to 88%, with 30 students achieving mastery. This indicates that the use of word wall media significantly enhances students' vocabulary mastery. The study recommends that English teachers incorporate word wall media into their instructional strategies to improve vocabulary outcomes.

**Keywords:** *Vocabulary Mastery, Word Wall Media, Classroom Action Research*

**Introduction**

A word wall is one of the media that can help students in the classroom to learn vocabulary better. Firstly, according to Getman (2001) a word wall is a useful media for improving students' vocabulary, making them more confident in their abilities, and allowing them to explore their English language skills. It means that word wall media can improve students' ability to explore English and master vocabulary. Secondly, Henrics (2001) stated that teachers can improve students' vocabulary mastery by using word wall media to make it easier for students to understand and master vocabulary. This indicates that word wall media is highly beneficial for vocabulary learning and mastery. Thirdly, according to Green (1992), "The word wall provided to be the competitive lure that drew these "spectators" of education out of the stands and into the game" (p.8). It indicates that when learning is done with games, it will be easier for students to understand the vocabulary given by the teacher. For that, vocabulary will be easily understood and mastered by students.

In the field of education, it is important to learn vocabulary. According to Thornbury (2007) "Without vocabulary, nothing can be conveyed" (p.13). It means students have to study the vocabulary seriously because, without it, students cannot share their ideas. In education is needed to convey ideas and even answer questions because it will increase students' knowledge. Furthermore, based on Stanford (1988) learning vocabulary can be useful to help students better recognize words that are rarely found and can be used to communicate through speaking or writing. It denotes, that the more vocabulary students learn, the more they will acquire new vocabulary that is rarely encountered, which will help them to communicate with others through speaking or writing. This is supported by Muschla (2012) stated that one of the keys to academic achievement is having lots of vocabulary to help students communicate with teachers and other students. For that reason, the students must learn vocabulary and even master it. A word wall is one type of media that might improve students' vocabulary.

The researchers found the problem in the student's vocabulary mastery. There were cases where students had difficulty to master of vocabulary in English. The first was the students' English vocabulary was low. According to Shehadeh and Hijazi (2018) conducted a study in Irbid, Jordan. They found that students only had a small vocabulary mastered. Students do not even master 20 new vocabulary words in one class. It means that students do not have a lot of vocabulary mastery. Additionally, Sudarman (2018) stated that the students possessed a limited vocabulary, or to put it another way, not much of it was mastered. It implies that the students have little knowledge and mastery of vocabulary. Also, low vocabulary makes students confused in learning. Based on the research found in Oktaviani and Yanti (2022) stated that students who did not master vocabulary were confused in their learning because they had difficulty answering questions from the teacher and giving ideas about the material that they were discussing. The second was the vocabulary the teacher gives from the book has trouble being understood and remembered by students because the teacher did not repeat it. Hamzah (2018) argued that for many students, it is very difficult to express their ideas in English. That means, when the students cannot express their ideas, it will make the students difficult to develop their knowledge. In addition, Fauziah et al., (2019) students also have difficulty understanding the instructions they find in textbooks or the assignments they do, the verbs used in the instructions are quite foreign to them, and most students also have the wrong interpretation of the meaning of words in sentences.

The third was when learning English, the students are not very motivated and not confident. Based on Rahardjo and Pertiwi (2020) stated that the motivation of students

to learn English is low, and feel that it is very difficult. It implies, that when a lesson is difficult, students do not try to learn, but instead, they become lazy in studying. According to Zukhrufi (2020) in a study conducted here, it was found that the 7th-grade students of MTs Surya Buana Malang were less motivated to participate in the classroom, so they had difficulty mastering and memorizing vocabulary. It shows that, when the students are motivated, it will help them to improve their vocabulary mastery. The students struggled to improve their vocabulary because they did not believe in their ability to speak and write. Supposed by Ningsih (2020) stated that many students fail to master vocabulary because they are not motivated and are not confident in speaking or writing. There are many vocabulary words that they are confused about when they learning English. In other words, when students are not motivated and confident in mastering vocabulary, they will experience difficulty understanding and remembering new words. Similarly, Rohmatin (2023) stated that low learning outcomes in students' vocabulary mastery are caused by a lack of motivation or not being motivated. It means the key for students to get good results and master vocabulary is to have motivation and self-confidence in learning vocabulary. This study aimed to find out whether the use of word wall media can improve students' vocabulary mastery at grade VII parallel D of SMP ADVENT UNKLAB AIRMADIDI in the second semester of the 2023/2024 academic year. This study was intended to find out the use of word wall media to improve students' vocabulary mastery. Specifically, this study was designed to answer the following questions: Is there any improvement in students' vocabulary mastery using word wall media? This study can help several people, including: For English teachers, The English teachers can encourage their students to learn more vocabulary by providing positive reinforcement. Additionally, they can also provide selected words that are relevant to the topic of discussion and stick them on the word wall. Then, teachers can emphasize keywords in their lessons by displaying them on a word wall, helping students identify what is most important in learning. For students, the word wall media is an effective educational tool that helps students in developing their vocabulary mastery. A word wall offers an engaging visual learning experience by projecting keywords on the classroom wall. For future researchers, this study can be a source of inspiration for other researchers in developing their research ideas or methods, as well as a valuable reference to support their future research. This study was focused on the level of students' vocabulary mastery using the word wall media of the grade VII Parallel D of SMP ADVENT UNKLAB AIIRMADIDI, which consists of 34 students who are enrolled in the second semester of the 2023/2024 academic year. In this study, the respondents filled in tests from the English teacher and that adapted from Khair (2018). The test is about students' vocabulary especially part of speech (verb, noun, and preposition).

One of the media that is used in a classroom is a word wall. First of all, word wall is the best media to help students to have vocabulary mastery. Based on Amelia et al. (2022) one media can improve students' ability to understand vocabulary, which is called a word wall. Due to this, today's teachers can use word wall media to enable their students to understand vocabulary and even master it. Also, Hornby (1987) stated that word wall is a literacy tool that consists of a sorted group of words (often displayed in alphabetical order) printed in large, noticeable letters on a wall, bulletin board, or other display surface in the classroom. It means that the word wall attracts students' attention because it is displayed in large and striking letters and is at the front of the classroom. Secondly, a word wall is an interactive tool that may be utilized by students to increase students' vocabulary mastery. Harwika (2019) stated that the word wall is very interactive because this media uses sight and hearing, which enables students to easily catch new words and

master them. It implies the more senses used, the lessons taught by the teacher were easier for students to understand. Students frequently like to learn while having fun. Moreover, Tamba et al. (2022) students enjoy learning vocabulary when using word wall media. Similarly, Lestari et al. (2022) word wall is an interesting media for learning vocabulary mastery. Also supported by Anindyajati and Choiri (2017) word wall makes students remember vocabulary and even new vocabulary. It means, the more students enjoy the learning process, the easier it is for them to understand and even master it. Word wall media appears to be able to improve students' vocabulary mastery. Based on Amelia et al. (2022) one media can improve students' ability to understand vocabulary, which is called a word wall. Due to this, today's teachers can use word wall media to enable their students to understand vocabulary and even master it.

Vocabulary is an important thing for learning English. Firstly, vocabulary is basic to learning English. Nunan (2003) stated that vocabulary is an important basic part of learning English. Also, as stated by McCarthy (1990) most language teachers have found that vocabulary is the only biggest component of any language education. It means, students must learn vocabulary when they want to learn the language. Secondly, vocabulary is a tool to communicate with others. As exemplified by Putri (2022) tool for constructing sentences and communicating is vocabulary. This shows that vocabulary is very important to help students be able to make sentences and communicate with the teacher and other students. Thirdly, elements of learning English that affect four skills are reading, writing, speaking, and listening. Hismanoglu (2005) components of vocabulary are listening, speaking, reading, and writing. It indicates that four elements are produced when learning vocabulary. Fourthly, vocabulary is the understanding of word meanings. Based on Harmer (2008) the first thing to realize when learning vocabulary is the meaning of words. It implies that using vocabulary will help students to understand the meaning of words. Students will easily learn the language when they have vocabulary mastery.

Vocabulary mastery is the main key to improving language skills. The more vocabulary mastery, the easier to communicate with others. Cluston and Michael (2013) stated that students cannot understand and express their ideas to others when their vocabulary is inadequate. It means, that when someone only has a small understanding of vocabulary, it becomes increasingly difficult for him or her to convey ideas or other things they want to convey to other people. Similarly, Bornstein (2002) stated that learning vocabulary is beneficial if the words studied are frequently used in the type of reading or help to communicate more interestingly and appropriately. It implies students can speak effectively and comprehend each text they read by learning and mastering vocabulary. The result of mastering vocabulary is being able to understand the lesson. According to Brown (2001) the ability to read to understand a lesson is determined by mastery of vocabulary. That means students can understand the lesson when they have mastered of vocabulary.

## Methods

Classroom Action Research (CAR) used in this study. According to Elliot (1985) Classroom Action Research (CAR) is a process where teachers collaborate with students to evaluate student practice, increase awareness of their personal theories, and try new strategies to improve student grades. It shows that a teacher must help students gain knowledge that always improves and helps them get good grades. Additionally, Nurhayati and Tulung (2017) Classroom Action Research (CAR) is a technique to find out what works best in a particular classroom to enhance student learning. It means that when the teacher uses the right method according to the needs of the students, it will help the

students more easily learn vocabulary and master it. Moreover, Irawati et al. (2023) stated that Classroom Action Research (CAR) is an ongoing effort to enhance the effectiveness of classroom teaching and learning, ultimately leading to improved student achievement. It implies that Classroom Action Research (CAR) can improve the learning of students better. The study's respondents were the SMP ADVENT UNKLAB AIRMADIDI grade VII parallel D students, particularly those enrolled in the second semester of the 2023–2024 school year. The total of respondents 34 students, including 26 male and 8 female students. Some of them are 12 years old, and others are 13 years old. The researcher employed a simple sampling technique for this study. Acharya et al. (2013) a technique for sampling probability called simple random sampling enables researchers to choose study participants at random. It shows that there was a group used as a sample and that each member of the population has an equal chance of being selected as part of the sample to see the results, which is the aim of researchers. The tests (pre-test and post-test) were the instruments used in this study. Because the researcher wanted to see an improvement in students' vocabulary mastery. Suharsimi (2006) a test is a set of questions or exercises plus additional resources meant to assess an individual's or a group's knowledge, skills, abilities, or talents. The test adapted from Khair (2018) about the part of speech from number 1 to 6. Also, some questions from the teacher grade VII parallel D at SMP ADVENT UNKLAB AIRMADIDI from numbers 7 to 15. The tests about the part of speech especially verbs, nouns, and prepositions. Five items refer to verbs (1,2,3,4,5), five items refer to nouns (6,7,8,9,10), and five items refer to prepositions (11,12,13,14,15).

### The cyclical AR model proposed by Kemmis and MC Taggart Model
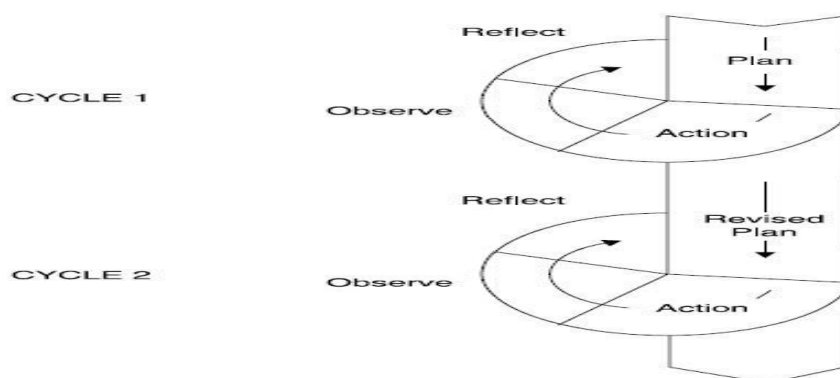


This figure shows the research process, which started from planning, acting, observing, and reflecting in each cycle. The assumption is to determine the target; if in the first cycle it is not successful according to the achievement indicators, it will continue in the next cycle with the same phase as in the first cycle. Here were the steps of Classroom Action Research (CAR):

**a. Cycle 1**

1. Planning

The first step in each activity was planning. The researchers would not concentrate on her research if no plan was made for activities. The plan served as a guide for action. The following were the steps that the researcher planned:  The researchers prepared the lesson plan and material, and media. The researchers gave the task sheet, quiz and evaluation, the researchers prepared the tests (pre-test and post-test). Next, the

researchers gave a pre-test for the first meeting to know the students' vocabulary mastery before using the word wall media. Finally, the researchers checked the results of students' pre-tests.

2. Acting

The second step after preparing the plan was action into practice in teaching and learning. The actions were conducted until an improvement in students' vocabulary mastery was achieved by the researchers. The researchers acted action in two cycles because the success indicator not achieved in cycle 1. The cycle consisted of one meeting by following the schedule of English subjects in the class. In the implementation action, there were some activities such as follows: Pre-teaching activities: The researchers gave greetings, short devotion, prayed, and checked the attendance list. Then the researchers divided the material and choose the material going to teach. Next, the researchers informed about the material discussed to give information to the students. Main teaching activities: First, the researchers explained the topic and provided the task sheet, which has multiple-choice for the students. The topic explained by the researchers about the parts of speech, especially verbs, nouns, and prepositions. For the first meeting, the researchers did not use the word wall media but gave a pre-test for students to know the students' understanding and mastery the vocabulary. For the second meeting was cycle 1, the researchers used a high-frequency word wall, namely to repeat the part of speech vocabulary that was often found in the material. Post-teaching activities: The researchers concluded together with the students. Next, the researchers reminded the students to come to class next meeting, then the researchers asked a student to pray to close the meeting.

3. Observing

The researchers knew about the students' vocabulary mastery through the results from the task sheet, quiz, and students' activities' observation. The researcher s conducted the teaching and learning process well when conducting the observation. The researchers observed the important aspects of the teaching and learning process.

4. Reflecting

Reflecting was the final step in this procedure, where the observation sheet and results of the teaching and learning process analysed by the researchers. In addition, to collecting data from the process of teaching and learning, the researchers evaluated the amount of data gathered from the students' activities. Subsequently, the researchers evaluated the findings from the task sheet, and quiz.

Next, the results of the pre-test evaluated by the researchers. To find out the results of students, the researchers reviewed and reflected on students' activities. Through reflection, the researchers knew the strengths and weaknesses of the action that the researchers took. In the first cycle, it was found that it was still weak and would continue into the next cycle. Cycle 2 started from: Planning. The researchers planned the same as in cycle 1. The researchers found and identify the problems in the first cycle. Next, the researchers made a lesson plan. Then the researchers created the assessment template to assess the activities of the students following the teaching and learning process. Acting. Similar to Cycle 1, the researchers implemented an action plan for Cycle 2.

**b. Cycle 2**

1. Observing

Observing. The observation was conducted in teaching-learning. In this step, the researchers used an observation quiz to observe the process of teaching-learning. In other words, when the learning process was being conducted, then the researchers collected the data.

2. Reflecting.

The researchers tried to observe and consider something that she had conducted. She also determined whether there was an improvement in the student's learning process. To determine whether the second cycle was sufficient or whether further action was required, the researcher evaluated and considered the students' activities.

 3. Procedures of Data Collection.

The researchers followed these procedures: first, the researchers asked for directions from the advisor. Second, the researchers requested a recommendation letter from the Dean of the Faculty of Education. Third, the researchers gave the letter to the school to be studied. Fourth, the researchers made an agreement for four meetings with the school and asked the homeroom teacher for the students to participate and collect the data. Fifth, the researchers asked for approval from students who became respondents and collected data according to the agreement of the time. Sixth, the researchers collected data from students by giving the tests (pre-test and post-test). Finally, the data was collected from the respondents. Lastly, the researcher thanked the respondents.

4. Data collection technique.

The researchers used the techniques to collect the data. According to Anggriani (2018:35-37) here procedures for data collection: 1. Observation. The condition in the teaching-learning process observed by the researcher in this study through observation. The researchers observed the students as they engaged in the process to gain an understanding of how it was carried out. 2. Test. A response given to someone who is given a score in the form of a number is called a test (donald,2001). The researcher used tests such as pre-test and post-test. They are: pre-test. For the first meeting, the researchers gave a pre-test before carrying out the treatment to find out what the students' vocabulary skills were before carrying out action research. The researchers used a multiple-choice, objective test format for this test. The number of questions were 15 numbers. Post-test. Following the use of word wall media, students took a post-test for the last meeting to see whether their vocabulary mastery had significantly improved. In the same format as the pre-test, the researchers used a multiple-choice test. The questions were 15 numbers.

**Results and Discussion**

 In this study, the researchers looked at increasing targets, starting by conducting a pre-test, cycle 1, post-test 1, cycle 2, and post-test 2.
**a. Pre-test**

The pre-test was held by the researchers before treatment was provided on February 5, 2024.  The pre-test was carried out to determine the students' vocabulary mastery. And the students' pre-test scores were compared with their post-test scores. Multiple-choice

was used for the pre-test, which consists of 15 questions about vocabulary mastery. After the students finished taking the test, they submitted it to the researchers.

**Table 1. Students' frequency of pre-test of vocabulary mastery**

| No | Mark | Frequency | Percentage | Category |
|----|------|-----------|------------|----------|
| 1 | ≥ 70 | 10 | 29% | Complete |
| 2 | ≤ 70 | 24 | 71% | Incomplete |
| Total students | | 34 | 100% | |

From the table indicated that there were 29% who got a score of ≥ 70, and the category was complete. Meanwhile, 71% students got score ≤ 70, and were in incomplete category. And the figure of pre-test' result could be seen in Figure 1.

**Figure 1. Graph of the pre-test result**
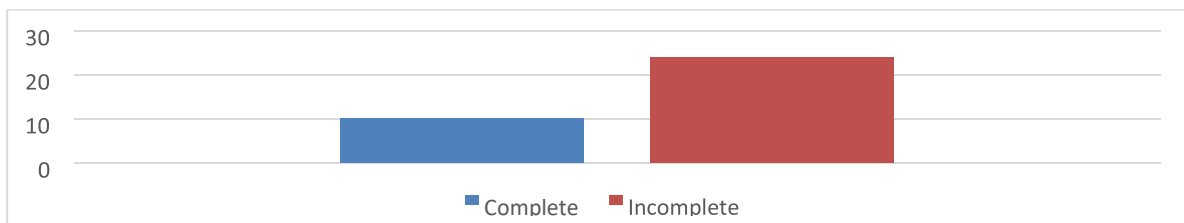


From the graph above, it could be analyzed that there were only 10 students (29 %) who were complete the pre-test and 24 students (71 %) who were incomplete the pre-test. According to Gupta and Yan (2016) to achieve success in the test and stop the cycle is 80%, but the results of the pre-test only 67 %. For this reason, the researchers employed word wall media to improve the students' vocabulary mastery.

**b. Cycle 1**

The researchers implemented word wall media in the first cycle to see an increase in students' vocabulary mastery. There were the steps:

1. Planning

The researchers provided lesson plan, students list, material, media, task sheet, and quiz sheet to see the students' improvement in vocabulary mastery.

2. Acting

The cycle 1 was conducted on Monday, February 12, 2024 carried out for 2 sessions (2 x 35 minutes). The researchers began with greeting, devotion, asked a student for opening prayer, checked the attendance, and explained the classroom rules. The researchers explained about word wall media. The researchers began explaining about the topic at the time. It was about Present Continuous Tense. Then, the vocabulary was selected by the researchers depending on the subject, and it was written on the whiteboard with the meaning in Bahasa to help students better understand. However, when the researchers explained it, some students did not pay attention. And the researchers decided to ask students for their participation in identifying verbs, noun preposition and writing on the whiteboard. At first, they were shy, but after several students performed other students competed to perform. Also, the researchers asked the students to take note in their books. At the end of the class meeting, the researchers gave a quiz through a game to determine

whether the students understood or not about the topic that had been explained. Then the researchers made the conclusion, and closing praying.

3. Observing

As a teacher, the researchers gave material of vocabulary using the word wall media. Based on the results of the observation sheet when the teacher taught in the classroom. There are four indicators that the researcher used to know the students' activities, such as give an attention to the teacher's explanation, responding to the teacher's question, able to understand of material by using word wall media, enthusiastic join the learning process. Here the scores of students' learning activities observation:

**Table 2. Scores of the students' activities**

| No | Students' Activities | Cycle 1 | |
|----|----------------------|---------|---|
| | | Frequency | Percentage |
| 1 | Give an attention to the teacher's explanation | 26 | 76 % |
| 2 | Responding to the teacher's question | 18 | 53 % |
| 3 | Able to understand of material by using word wall media | 20 | 59 % |
| 4 | Enthusiastic join the learning process | 15 | 44 % |
| | Total Students | 34 | |

Based on the data, it revealed of students gave an attention to the teacher's explanation was 26 students (76 %), responded to the teacher's question 18 students (53 %), able understood of the material by using world wall media 20 students (59%), and the enthusiastic joined the learning process 15 students (44 %). Furthermore, to see the comparisons of the students' activities in cycle could be seen in figure 4.2:

**Figure 2. Graph of the students' activities**
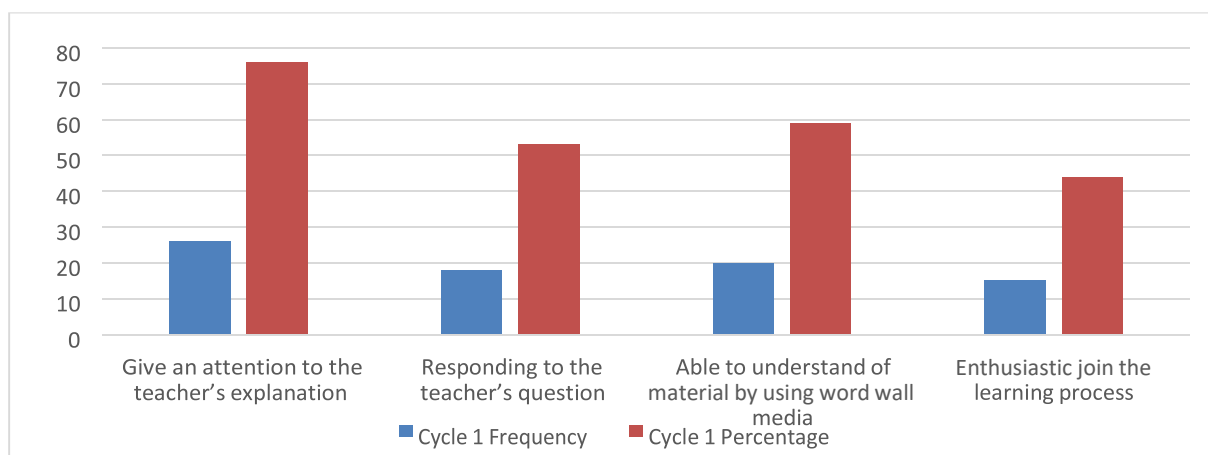


The highest percentage of the students' activity was the students gave attention to the explanation of teacher. While, the lowest percentage of the students' activity was enthusiastic joined the learning process.

4. Reflecting

In the end of the cycle 1, the researcher did the evaluation and reflecting together. Based on the result of students' activities, the respondents did not run well. It could be seen from the indicators of the students' activities. The highest percentage was giving an attention to the teacher's explanation 76 %.

**c. Post-test 1**

After the researchers did the treatment, a post-test was conducted on Monday, February 19, 2024. The purpose of the post-test was to know whether the students' vocabulary mastery improved or not after giving the treatment. The post-test was multiple choice consisted of 15 questions. The result of post-test 1 could be seen in the table 4:

**Table 3. The frequency of students' vocabulary mastery**

| No | Mark | Frequency | Percentage | Category |
|----|------|-----------|------------|----------|
| 1 | ≥ 70 | 16 | 47 % | Complete |
| 2 | ≤ 70 | 18 | 53 % | Incomplete |
| Total students | | 34 | 100 % | |

From the table indicate that there were 47 % who got a score of ≥ 70, and the category was complete. Meanwhile, 53 % students got score ≤ 70, and were in incomplete category.
The figure of pre-test' result could be seen in the Figure 3.

**Figure 3. Graph of the result of pre-test**
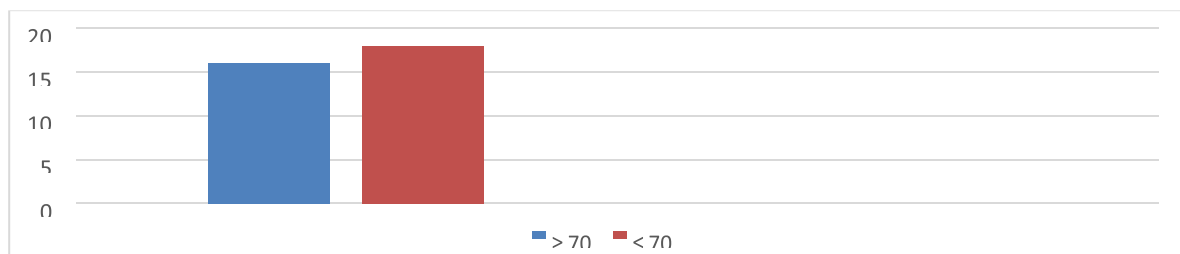


From the graph, it could be analyzed that there were 16 students (47 %) who were complete the pre-test and 18 students (53 %) who were incomplete the pre-test. According to Gupta and Yan (2016) to achieve success in the test and stop the cycle is 80%, but the results of the post-test 1 only 16 students (47 %) fulfilled the minimum mastery criteria (MMC) score, that was 70, at SMP ADVENT UNKLAB AIRMADIDI. For this reason, the researchers employed the second cycle.

**d. Cycle 2**

After the researchers took the post-test and got the result, the researchers decided to take the cycle 2 again to strengthen the cycle 1. Here were the steps:

1. Planning

The lesson plan and materials needed for the teaching and learning process were created by the researcher at this step. Additionally, a list of the names of the students and a list

of the activities that were observed during the teaching and learning process made up the observation sheet that the researchers had provided.

2. Acting

The cycle 2 was conducted on Monday, February 26, 2024 completed in two sessions (2 x 35 minutes). Just like in the first meeting, the researchers started the class with greeting, devotion, opening praying, checked the attendance, and then explained the rules. This cycle was concentrated of the cycle 1. The researchers found that the students did not enthusiastic joined the learning process. So, the researchers created a solution by providing double points and another rewards to those who actively participated in answering the task. The researchers put printed words of vocabulary and asked the students to help the researchers in order to make the students enthusiastic in learning process. Then, the researchers made a quiz through game word wall and the students were participated to write what vocabulary and the meaning in Indonesian. Lastly, the researchers made conclusion about the material, closing prayer, and reminded the students to study again at their home and prepared themselves to have the post-test 2 for the next meeting.

3. Observing

Based on the results of the observation sheet when the teacher taught in the classroom. There are four indicators that the researchers used to know the students' activities, such as giving an attention to the teacher's explanation, responding to the teacher's question, able to understand of material by using word wall media, enthusiastic join the learning process. Thus, the data of the students' activities could be seen in table 5. The scores of students' learning activities observation are as follows:

**Table 4. Percentages of the students' activities**

| No | Students' Activities | Cycle 2 | |
|----|----------------------|---------|---|
| | | Frequency | Percentage |
| 1 | Give an attention to the teacher's explanation | 31 | 91 % |
| 2 | Responding to the teacher's question | 28 | 82 % |
| 3 | Able to understand of material by using word wall media | 29 | 85 % |
| 4 | Enthusiastic join the learning process | 28 | 82 % |
| | Total Students | 34 | |

The data showed that in cycle 2 of students' activities of gave attention to the teacher's explanation were 31 students (91 %), responded to the teacher's question were 28 students (82%), able understood of material by using word wall media were 29 students (85 %), and enthusiastic joined the learning process were 28 students (82 %). The graph could be seen in the figure 4.

**Figure 4. Graph of the students' activities**
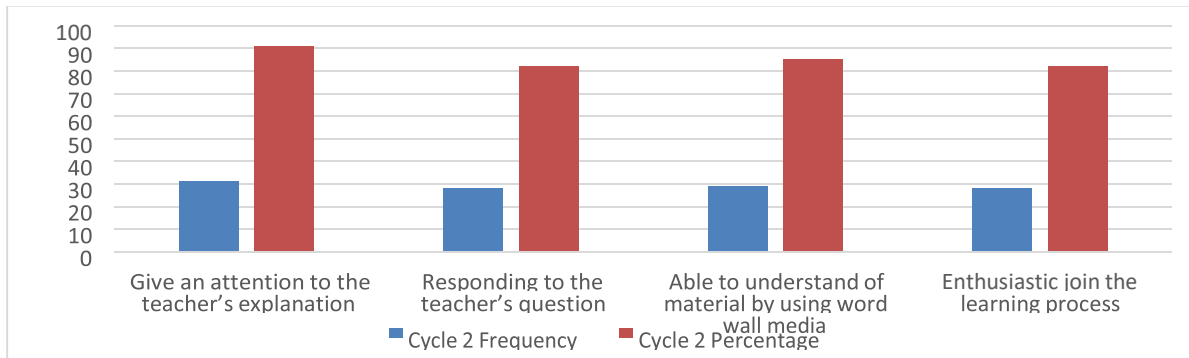


Based on the data, the highest percentage was giving an attention to the teacher's explanation was 91 % (31 students), and the lowest percentage was responding to the teacher's question and Enthusiastic join the learning process were 82 % (28 students).

4. Reflecting

The cycle 2 was better than cycle 1 in implementing word wall media. Students' increased participation in the teaching and learning process as well as their improved vocabulary scores were indicators of it. For all indicators of students' activities were got the percentage more 80%. In conclusion, the use word wall media improved the activity in learning and teaching process.
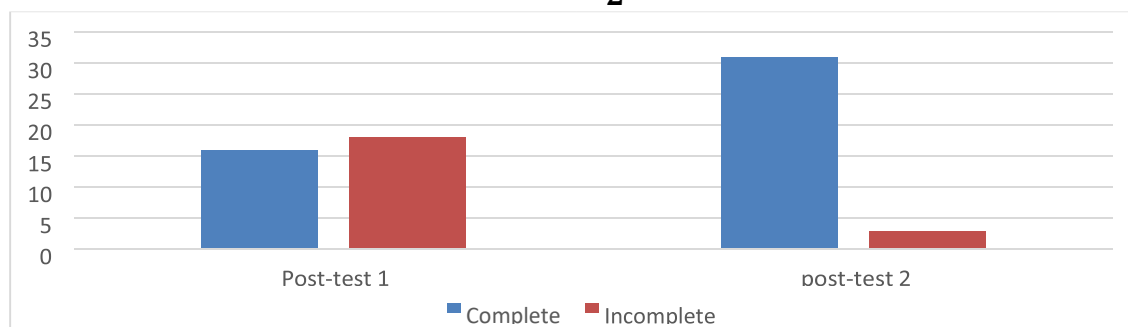
**e. Post-test 2**

After the researchers did the treatment, again the researchers gave the post-test 2. It was conducted on Monday, March 4, 2024. The purpose of the post-test 2 was to know whether the students' vocabulary mastery improved or not after gave the treatment in cycle 2. The post-test 2 was multiple choice consisted of 15 questions.

**Figure 5. Graph of the post-test 2 result**
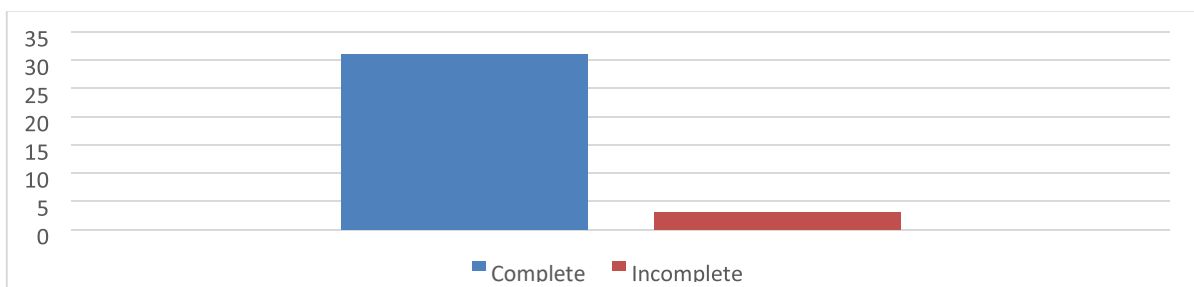


Through that data, it was concluded that the average student score was 86. The lowest score was 33, and the highest score was 100. In accordance with the minimum mastery criteria (MMC) was 70, there were 31 students (91 %) complete, while three students (9 %) incomplete on post-test. Through the results of the post-test 2, it was found that students had gained increasing vocabulary mastery. Supposed to Gupta and Yan (2016) to achieve success in the test and stop the cycle is 80%. It means that it was successful, because more than 80% were completed and it was stopped. In conclusion, using of word wall media could improve the students' vocabulary mastery.

**Figure 6. The comparison of students' vocabulary score in post-test 1 and post-test 2**



From the graph, it could be seen that there was an increase in the number of students who completed. The students were complete from the post-test 1 were 16 students, and finally, in the post-test 2, there were 31 students (91 %) who complete according to the minimum mastery criteria (MMC), namely a score of 70. Gupta and Yan (2016) to achieve success in the test and stop the cycle is 80%. Thus, this study was succeed and stopped. Lastly, used of the word wall media improved the students' vocabulary mastery.

**Conclusion**

Based on the results of using word wall media in teaching vocabulary that the researcher conducted at SMP UNKLAB AIRMADIDI, especially in grade 7D, she concluded that there was a significant improvement in the students' vocabulary mastery in the pre-test and post-test. The pre-test found that 10 students (29%) got a score ≤ 70, while in the post-test, 30 students (88%) got a score ≤ 70. The result from the pre-test to the post-test as high as 59%. And the score results from the post-test achieved the indicator of success, where 80% of the students got a minimum score of 70 or more. It implies that there was an improvement in students' vocabulary mastery using word wall media. Additionally, using the word wall media could help the activities in the learning process improve. Also, the students were more actively learning vocabulary, which helped them remember new words more easily. From this study, the researcher concluded that using a word wall was an alternative media to teach vocabulary and helped the students improving their vocabulary mastery.

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