The Effect of Word Wall Strategy and Students' Interest on English Vocabulary Mastery

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Abstract—**The study was conducted to find out whether there is an effect of Word Wall Strategy and interest On english vocabulary mastery. This quantitative research was carried out to an experimental group of Junior high school students that were taken by using clustering random sampling technique. The instrument for collecting the data was a vocabulary test that was given as a Pre test and post test after the treatment. The result proved that there was a different effect on the high interest students achievement from the low ones in students vocabulary mastery**

Keywords: Word Wall Strategy, Students' Interest, Students' Vocabulary Mastery.

I. INTRODUCTION

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to (Jack Richard, 2001: 4). [1] Penny Ur (1998: 60) stated that there are some elements that need to be taught in teaching vocabulary; they are form (pronunciation and spelling), grammar, collocation, aspect of meaning, word formation. Vocabulary is central of language in which it is the biggest component of any language and the success in learning language can be proved by the success in mastering vocabulary. It can be concluded that vocabulary mastery means complete knowledge or great skill of a list of English words that includes the meaning of words, spelling, pronunciation, and the use of words in right context. [2]

Vocabulary mastery is important for learners since vocabulary mastery as one of the basic components, plays an important role in the four language skills. It gives contribution to learners to perform their skill better. It is impossible for the students to perform their English appropriately, if their vocabularies are very weak. In short, by having limited vocabularies, the students will find difficulty to master the language skills, since a good store of words is crucial for understanding and communicating. Therefore, vocabulary

mastery must be at the first priority in language learning especially for English vocabulary mastery.

But in fact, the most of the students still have the low English vocabulary mastery. They are still confused with the vocabulary in class when the process of teaching and learning are held. The students always have the difficulties to understand and memorize the new word and lack of communication in the class. Only few students give attention and reply the communication with the right vocabulary during the class. So that it makes them bored in the class and they do not pay attention to the explanation of the teacher, because there is no feedback among the students.

Low of students 'achievement on English vocabulary mastery actually influenced by some factors, Suryabrata (2003) states that learning achievement is influenced by some factors, they are social factors (human), non-social (facilities), psychological (creativity, interest, progress), physiology (physical). [3]

Students' interest is also determining the success of students in learning process. Interest is one of the psychological aspects that can encourage people achieve goals. Winkel (1991) states that interest is the tendency to feel settled in the subject field or interest in certain things and feel happy working in that field. It means a person who has an interest in an object, tend to give attention or feel greater pleasure to those objects. However, if the object is not the cause of pleasure, the person will have no interest in the object. Therefore, the level of attention or object pleasure influences the interest level of a person. [4]

Slameto defines interest is a preference and awareness to something or activity without any force. When students have self-awareness in English vocabulary learning, they will be happy and interested to learn it, if they are happy and interested in it, they will study happily and get good achievement in English subject. Hilgard gives definition of interest as follows, "Interest is persisting tendency to pay attention to and enjoy some activity or content"Slameto(2003:

57).[5] Interest is constant tendency to pay attention and do something. Activity which is interested by someone will be paid attention continually and happily. Based on the

explanations above, the writer can formulate that interest is student's tendency to like, pay attention and do activity with pleasure, attention, positive attitude, and fulfillment when following the activity that has relation to English. So, if the students have interest in learning especially for English vocabulary, automatically they will be pleasure to do the subject that is given by the teacher and their achievement will also increase.

The other factor comes from the teachers' personality. The teachers have low professional development, such as (1) lack of teaching innovation in using new teaching technique,(2) useinappropriate teaching techniques and medias, (3) teacher's book references, teachers frequently use the handout book and give exercise on it to the students and (4) vocabulary is taught by the teacher through traditional way which known as teachers-centered learning.This traditional approach often represents an exercise in one way communication that places the students in a passive role and which ultimately minimizes the students' ability to develop higher skills such analysis,evaluationand synthesis of idea and concepts.Consequently, students feel bored and do not interest with the materials in vocabulary.

The teaching strategies are one of effective instrument for the teacher in increasing students' interest in learning process. So that, the studies have been taught by the teacher, it can be achieved by the students well. And by using the interactive teaching strategies, teaching learning process can work and the goal of studies can be achieved well, not only it will make the class to be active, attractive and enjoyable in teaching learning process.

There are many teaching strategies that can be taught by the teacher to the students in the classroom, where the teaching strategies can help the students in raising their interest on mastering English vocabulary. But in this case, the writer just focuses on Word Wall Strategy.

A word wall is a collection of high-frequency sight words that are age appropriate, classified into groups or categories, and is located on the wall of a classroom for children to easily see and learn (Brabham & Villaume, 2001; Copper & Kiger, 2003). Additionally, Green (1993) argues that word wall helps to create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning. Regarding to the definition above, word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool to use, not just display.

In line with the background for this study, the researcher is intended in conducting a research on the effect of Word Wall strategy and students interest on English vocabulary mastery.

In other words, this study is intended to find out whether the students' English vocabulary mastery by applying Word Wall strategy and the level of students' interest toward the students' English vocabulary mastery.

The problems of this study are formulated as the following:

1. Is the students' achievement in English vocabulary mastery before using Word Wall strategy is lower than after using Word Wall strategy?

2. Is the students' achievement in English vocabulary mastery having high interest higher than having low interest?

II. REVIEW OF RELATED LITERATURE

This section starts with a literature review focusing on definitions of vocabulary mastery, theories relating to the implementation of Word Wall strategy, and students interest.

A. *Vocabulary Mastery*

Vocabulary development should be improved by the students. It is not only influence in speaking but also in reading, writing and listening skills. In vocabulary development, it also involves more than having new many vocabularies. The students should know how to use appropriate words in an appropriate sentence, such as kind of words, and changing of words. Besides, it is also necessary to clarify the definition of a word. For example, a *word* (also called a base word or a word family) is defined as including the base form (e.g., *make*) and its inflections and derivatives (e.g., *makes, made, making, maker,* and *makers*). Since the meaning of these different forms of the word is closely related, it is assumed that little extra effort is needed to learn them. While this may be true, a recent study of Japanese students showed that they did know many inflectional and derivative suffixes for English verbs (Hunt and Beglar, 2003). Thus, these forms should be taught. [6]

Some experts defined vocabulary mastery as follows. Khatibs (1978) says that vocabulary mastery refers to the ability to recognize the sound and meaning of words as they appear in the written or printed symbols.[7] Marksheffel (1966) defines vocabulary mastery as the ability to give meaning to words. Vocabulary mastery is defined as the ability to use the words in the appropriate context of use (Kustaryo, 1988).[8]

Based on the explanation above, vocabulary is the total number of words which establish a language that has lexical meaning and contextual meaning, while the vocabulary mastery is the ability to give meaning to a number of words, recognize the sound and meaning of words that appear in the written material, and use those words in the appropriate context. As vocabulary plays an important role in language use, this study use it as the attribute (controlling) variable to

assess the students' achievement in English vocabulary mastery after being taught with Word Wall strategy.

B. Word Wall Strategy

A word wall is an ongoing, organized display of key words that provides visual reference for students throughout a unit of study or a term. These words are used continually by teachers and students during a variety of activities. Therefore, Word walls support student's ongoing study of how words work and should be interactive, not simply a display of words. Word walls encourage students to actively learn about words and therefore should be referenced and used often mastering simple present. Word wall is a collection of high-frequency sight words that are age appropriate, classified into groups or categories, and is located on the wall of a classroom for students to easily see and learn.

According to Francisca (2002) state that A word wall in a classroom is a powerful instructional tool to strengthen content vocabulary. A word walls is an organized collection of word (and sometimes phrases) displayed on a wall or other space in the classroom. We recommend that both academic and discipline specific words be written on large index cards, strips of paper, or tag board so that they can be easily manipulated, for english language Learners and young learners, consider placing and illustration, photograph, or object on or next to particular words to support students' learning through the aid of visual cues.

Procedure of Word WallSrategy:

1. Pull cards from your word wall, or write one word/phrase per card. Use limited number of cards, perhaps 10-15, or fewer for younger students.
2. Also create card with one-way and two-way arrows. Use the floor or magnets and a magnetic board to display the cards, and group the students around the words. (Modification: Give each students his or her own set of word cards)
3. Ask a student or a pair or students to arrange two or three cards in a way that connects them or makes a model of the terms. Ask the students to explain what they are doing as they place the words.
4. Observers may ask questions once the connection or model is crested
5. Repeat with another students or pair of students.

C. Student's Interest

Interest has a strong influence on learning. Individuals displays more persistence, engagement, and positive affect toward tasks that they are interested in Ainley, Hidi & Berndorff (2002), Hidi (1990), (2000); Renninger (1998), (2000). Interest influences the use of learning strategies and choices for the direction and duration Hidi (1990); Scraw & Lehman (2001); Wade, Scraw, Buxton, & Kelly (1999). Interested individuals exhibit higher levels of recall Hidi (1990).[9] Capacities important to learner autonomy, such as

the ability to attend and find meaning, set, goals, and use effective learning strategies, are enhanced by interest Renninger (2000).[10]Individuals with defined interests are more likely to set goals that are task-specific, and have effective learning behaviors that resemble habits Lipstein & Renninger (2006).Interest commonly categorize as *situational interest, individual interest* and *topic interest. Situational interest* is an emotional state aroused by features of environmental or textual stimuli.[11]

III. RESEARCH METHOD

In this research, the writer used Quantitative research tomeasure the effect of word wall strategy and students' interest on student's English vocabulary mastery. A paired sample t test used in order to know the effect of word wall strategy. And an independent sample t test used in order to know the differences of students' achievement in English vocabulary mastery between the students' who having high interest and low interest.There are two variables inthis study, they are: independent variables: word wall strategy, attribute variable: students' interest and dependent variable:students' English vocabulary mastery. The interestwas obtained by administering a questionnaire.

IV. RESULTS

Based on the result of questionnaire about students' interest was found the highest score of students' interest is 71, and the lowest score is 32. While the classes of criteria they are,high and low in the class interval of Students' Reading Interest.

$$Interval = \frac{71 - 32}{2}$$

$$Interval = \frac{39}{2}$$

$$Interval = 19,5$$

TABLE I.THE DISTRIBUTION FREQUENCY OF STUDENTS' INTEREST

No	Class Interval	Category	Frequency	%
1	32-52	Low	14	40%
2	53-73	High	21	60%
Total			**35**	**100%**

There are 14 students got the low reading interestand 21 students got the highreading interest from 35 students.The list of students' interest can be describe in the table as follows:

TABEL II.THE DISTRIBUTION OF STUDENTS' WITH LOW INTEREST

No	Name	Total Score	Category
1	NVP	32	Low
2	JPPA	35	Low
3	AIH	44	Low
4	RAL	44	Low
5	RS	45	Low

6	AF	46	Low
7	DP	47	Low
8	NSP	47	Low
9	MQZ	49	Low
10	YKZM	49	Low
11	MAF	50	Low
12	SAPE	50	Low
13	DAP	51	Low
14	NWAP	52	Low

TABEL III.THE DISTRIBUTION OF STUDENTS' WITH HIGH INTEREST

No	Name	Total Score	Category
1	RAR	54	High
2	AJS	55	High
3	JAS	55	High
4	S	55	High
5	SA	55	High
6	DAN	56	High
7	DAA	56	High
8	GH	56	High
9	GND	58	High
10	AAN	59	High
11	KKNZ	59	High
12	ACR	64	High
13	MBN	64	High
14	IS	65	High
15	NAR	65	High
16	NR	65	High
17	DAU	66	High
18	RN	67	High
19	AP	68	High
20	MRP	70	High
21	MFA	71	High

The Result of the student's English vocabulary mastery can be seen in the tables below:

TABEL IV.THE RESULT OF THESTUDENTS' ENGLISH VOCABULARY MASTERY

No	Responden	Interest	Pre-test	Post-test
1	AF	Low	45	65
2	AIH	Low	40	65
3	DAP	Low	35	45
4	DP	Low	50	70
5	JPPA	Low	45	60
6	MAF	Low	45	80
7	MQZ	Low	40	60
8	NSP	Low	45	60
9	NVP	Low	55	65
10	NWAP	Low	45	55
11	RAL	Low	35	65
12	RS	Low	60	70
13	SAPE	Low	40	50

14	YKZM	Low	55	65
1	AAN	High	55	75
2	ACR	High	35	85
3	AJS	High	45	95
4	AP	High	55	85
5	DAA	High	65	80
6	DAN	High	65	90
7	DAU	High	55	85
8	GH	High	55	75
9	GND	High	45	70
10	IS	High	55	85
11	JAS	High	45	65
12	KKNZ	High	45	85
13	MBN	High	45	95
14	MFA	High	45	80
15	MRP	High	55	95
16	NAR	High	40	85
17	NR	High	45	85
18	RAR	High	65	90
19	RN	High	45	70
20	S	High	45	80
21	SA	High	40	90

TABLE V.STATISTIC DESCRIPTIVE OF STUDENTS' ENGLISH VOCABULARY MASTERY

Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation	Variance
Pre tes	35	35	65	48.00	8.331	69.412
pos tes	35	45	95	74.86	13.256	175.714
low Interest	14	45	80	62.50	8.716	75.962
High Interest	21	65	95	83.10	8.437	71.190
Valid N (listwise)	14					

From the table above, it can be described that the Students' English Vocabulary Mastery score before using word wall strategy (pre-test) consist of 35 students. The empiric score statedthat the highest score was 65, the lowest score was 35. Furthermore, meanwas 48, standard of deviation was 8,331and variance was 64,412.

The Students' English Vocabulary Mastery score after using word wall strategy (post-test) consist of 35 students. The highest score was 95, the lowest score was 45. Furthermore, meanwas 74,86, standard of deviation was 13,256and variance was 175,714.

The Students' English Vocabulary Mastery score using word wall strategy with low interest were 14 students.The highest score was 80, the lowest score was 45. Furthermore, meanwas 62,50, standard of deviation was 8,716and variance was 75,962.

The Students' English Vocabulary Mastery score using word wall strategy with High interest were 21 students. The

highest score was 95, the lowest score was 65. Furthermore, meanwas 83,10, standard of deviation was 8,437and variance was 71,190.

The normality test used Kolmogorov-Smirnov method in which the significance level α = 0.05 as the rule to accept or reject the normal test. It can be seen on the table below:

TABLE VI. THE RESULT OF NORMALITY TESTING

One-Sample Kolmogorov-Smirnov Test		Pre tes	pos tes	low Interest	High Interest
N		35	35	14	21
Normal Parameters[a]	Mean	48.00	74.86	62.50	83.10
	Std. Deviation	8.331	13.256	8.716	8.437
Most Extreme Differences	Absolute	.269	.149	.184	.208
	Positive	.269	.114	.173	.125
	Negative	-.142	-.149	-.184	-.208
Kolmogorov-Smirnov Z		1.592	.884	.690	.955
Asymp. Sig. (2-tailed)		.013	.416	.728	.322
a. Test distribution is Normal.					

Table VI presents the score on *Sig* column by using Kolmogorov-Smirnov method for each classes are 0.200, and 0.040 which means all the *p* value score for low interest group are bigger than 0.05 and *p* value score for low interest group are smaller than 0.05.Its mean that the data fromPre-test group is not normal, and the data frompost-test, low and high interest group is normal.

The homogeneity test for the data of reading comprehension isperformed by using Levene's test in the significant level of 5%. The result ofhomogeneity computation can be seen on the Table 4.18 below:

TABLE VII.THE COMPUTATION OF HOMOGENEITY TESTFOR STUDENTS' ENGLISH VOCABULARY MASTERY

Test of Homogeneity of Variances			
Score			
Levene Statistic	df1	df2	Sig.
.014	1	33	.906

Refer to table above, it can be seen that the *Sig* for Students' English Vocabulary Masterywas 0.906. It means that *p* value is higher than 0.05. So, the variances of the data were homogeneous.

The analysis of Students' English Vocabulary Masteryvariable is performed by usingPaired Sample t test to know the effect of world wall strategy on Students' English Vocabulary Mastery. The computation of data analysis can be seen onthe table below:

TABLE VIII. PAIRED SAMPLE T TEST

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre tes - posttes	-26.857	12.896	2.180	-31.287	-22.427	-12.321	34	.000

Based on analysis result in Table above, wasfound that the value of *Sig* for Students' English Vocabulary Mastery was 0.000< 0.05. It can be concluded that there was a significant difference of English Vocabulary Mastery before and afterusing word wall strategy. In other words, the students' Vocabulary Mastery was influenced by word wall strategy.

The second analysis performed by usingIndependent Sample t test. The extended test was performed to find out which group contributesmore to be students'Vocabulary Masteryaccording to the students' interest level.The computation of data analysis by using Independent Sample t test can be seen onthe table below:

TABLE IX. INDEPENDENT SAMPLE TTEST

Independent Samples Test				
		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Score	Equal variances assumed	-6.983	33	.000
	Equal variances not assumed	-6.936	27.374	.000

Based on analysis result in Table above, wasfound that the value of *Sig* for student's interest was 0.000< 0.05. It can be concluded that there was a significant difference of students'Vocabulary Mastery that was taught byusing word wall strategybetween students who have high interest and low interest. In other words, the students' students'Vocabulary Masterywas influenced by students' interest.
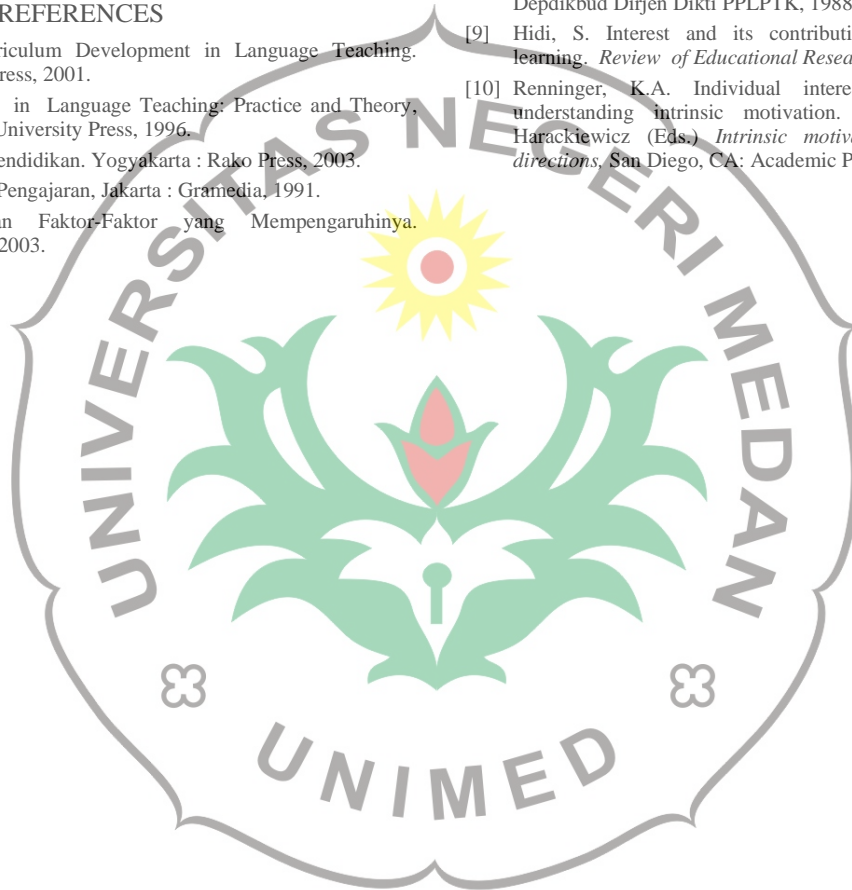
V. FINDINGS

The finding of this research reveals:

1. There was a significant difference of students' Vocabulary Mastery before and afterusing word wall strategy. In other words, the students' reading comprehension was influenced by word wall strategy.
2. There was a significant difference of students' Vocabulary Mastery that was taught byusing word wall strategy between students who have high interest and low interest. In other words, the students' reading comprehension was influenced by students' interest.

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