



## Implementing Interactive Word Wall-Assisted General Vocabulary Learning For EFL Secondary Students: A Classroom Action Research

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### Abstract

Received: 17 Desember 2023

Revised : 24 Desember 2023

Accepted: 01 Januari 2024

*The acquisition of vocabulary plays a crucial role within the realm of language proficiency, as words are assimilated in a manner that facilitates comprehension, oral expression, and subsequently, reading and written communication in the English language. One of the pedagogical approaches that can be employed for vocabulary instruction is the utilization of interactive word walls. The objective of this study is to investigate the impact of interactive word walls on students' comprehension and learning experience in vocabulary acquisition through the utilization of word wall approaches. The primary objective of this study is to ascertain the viewpoints of students on the utilization of this technique for the purpose of acquiring new vocabulary. The research design employed a classroom action approach. The findings of this study indicate that the utilization of word walls in vocabulary acquisition can significantly impact learners' comprehension of vocabulary learning, particularly in the aspect of word class identification and comprehension of novel vocabulary terms. Interactive word walls have been found to elicit a favorable response from pupils due to the facilitation of vocabulary acquisition. Nonetheless, there exist drawbacks associated with the utilization of interactive word walls. One of the primary challenges encountered by students while utilizing interactive word walls is to the acquisition of new vocabulary and the pronunciation of unfamiliar terms. This difficulty arises from their limited proficiency in effectively utilizing dictionaries and their lack of familiarity with the process of searching for new vocabulary entries within such resources. The efficacy of the interactive word wall method in enhancing students' vocabulary acquisition can be inferred from the evidence. This pedagogical approach facilitates the identification and comprehension of word classes, hence fostering a more effective vocabulary learning experience. Furthermore, the interactive nature of the strategy successfully engenders student engagement and enthusiasm towards vocabulary acquisition.*

**Keywords:** *Interactive word wall, vocabulary, EFL students*

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**How to Cite:** Agustin, H. H., & Yanto, E. S. (2024). Implementing Interactive Word Wall-Assisted General Vocabulary Learning For EFL Secondary Students: A Classroom Action Research. <https://doi.org/10.5281/zenodo.10466810>

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### INTRODUCTION

In the context of English language acquisition, the acquisition of vocabulary plays a crucial role in facilitating effective communication and comprehension of written texts for students. The acquisition of vocabulary plays a crucial role in the overall functioning of language. It involves the process of learning words in a manner that enables individuals to comprehend, communicate, and subsequently engage in reading and writing activities using the English language (Coady & Huckin, 1997; Hasan, 2018). The deficiency in vocabulary and grammar skills hinders students' ability to effectively communicate meaning. According to Wilkins (1972), the conveyance of meaning is greatly hindered in the absence of grammar,

while the ability to engage in communication with unfamiliar individuals is impeded in the absence of a proficient vocabulary. A prevalent lexicon refers to terms that hold prominence in written and spoken discourse within communicative settings, and are regularly employed in routine interactions. The term "common vocabulary" refers to a collection of terms that are commonly utilized in everyday language by individuals who are native speakers of a certain language. These phrases tend to be prevalent in many forms of communication, such as written texts and spoken discussions (Nation, 2001). The significance of acquiring common vocabulary lies in its frequent occurrence in everyday language usage, hence establishing a robust basis for comprehending a given language. According to Nation (2001), language learners can enhance their ability to effectively communicate in real-life scenarios by attaining proficiency in commonly used terminology.

The acquisition of a comprehensive vocabulary is crucial for language learning, particularly in the case of English. Proficiency in vocabulary facilitates comprehension of various components within the language. The acquisition of a strong vocabulary is crucial for students as it facilitates their ability to articulate their thoughts and opinions effectively. Insufficient vocabulary skills can hinder students' capacity to express their ideas and communicate with individuals from different linguistic backgrounds (Azizah, 2020; Hidayati, 2020; Lin et al., 2021; Priyastuti et al., 2020; Ulfah et al., 2019; Varela et al., 2021). Hence, in order to facilitate language acquisition among students, it is imperative to possess a strong grasp of vocabulary, as it serves as a catalyst for enhancing language proficiency. The acquisition of vocabulary is a crucial component within the language learning process, necessitating individuals to attain mastery and consistently enhance their linguistic abilities (Ulfah et al., 2019). Adequate conveyance of thoughts can be achieved through the utilization of an ample vocabulary. Furthermore, it is imperative for students to possess a comprehensive understanding of the semantics associated with a given vocabulary in order to accurately and proficiently spell it.

The Interactive Word Wall Strategy is considered to be one of the effective approaches in vocabulary instruction. The utilization of an interactive word wall represents a pedagogical approach that extends beyond a mere compilation of words. Rather, it serves as an interactive educational tool that empowers students to actively participate in the construction and utilization of the vocabulary wall. The utilization of interactive word walls has been shown to be an effective strategy in enhancing students' vocabulary proficiency and reading ability. According to Gilbert and Lee (2018), the wall serves as a valuable resource for students to engage with and reinforce their understanding of key vocabulary and phrases. Additionally, it functions as a reference tool that students can use throughout their educational journey.

In brief, the existing body of literature primarily concentrates on enhancing vocabulary acquisition and student outcomes in vocabulary learning through the utilization of word walls (Misrawati & Nurjannah, et al., 2020; Pertiwi. A. P, Yanto. E. S & Totoh. T. A, 2020) or evaluating the efficacy of word walls in vocabulary learning (Anindyajati. Y. R & Choiri. A. S, 2017; Suaman & Syahza. A, 2023; Syam. R, 2015). While other studies have demonstrated the advantages of word walls in enhancing vocabulary acquisition, there is a lack of research on the use of

interactive word walls specifically for vocabulary learning related to word class and word meaning. In order to address this deficiency, the present study involves students in the utilization of interactive word walls as a means of enhancing vocabulary acquisition, particularly in relation to word class and word meaning, within the context of descriptive texts.

## **METHODS**

The present study employed a qualitative research methodology through the implementation of classroom action research. The research methodology selected for evaluating students' self-efficacy in reading comprehension was Classroom Action Research. Hopkins (2008) defines Classroom Action Research as a form of introspective investigation undertaken by individuals within a social context, particularly in the field of education and justice. This research focuses on three key aspects: (1) the examination of social or educational practices, (2) the comprehension of these practices, and (3) the evaluation of the social environment in which these practices are implemented.

The classroom action research paradigm has been derived from the works of Yanto, E. S., Pahlevi, M. R., and Saefullah, H (2022), as well as Dikilitas and Griffiths (2017), specifically Yanto, E. S., and H Saefullah. The development model employs the subsequent stages to accomplish its objectives:

### ***Stage 1***

***Develop the plan:*** Identify the research problem, formulate research questions, plan learning activities using interactive word walls, review relevant literature, determine data collection methods, prepare data collection tools (observation, interviews, documentation), obtain approvals and other ethical procedures.

### ***Stage 2***

***Interactive word wall:*** Introduce the word wall, a learning tool commonly used in the classroom to support literacy development.

**Take action to implement the plan:** Choose a location: Find a prominent place in the classroom where the word wall can be seen by all students.

**Decide on the words:** Choose a list of words students to learn. The student can choose words related to a particular topic or words that are commonly used in your field. Write each word on a card or a separate piece of paper.

**Make a wall:** Tape the word cards to the wall. Make sure the words are clearly visible to all students

**Introduce the words:** Introduce each word to students by discussing its meaning, pronunciation and usage. Encourage students to use the words in their writing and conversation.

**Review and Update:** Periodically review the words on the wall and add new words as needed. Ask students to suggest new words to add to the wall.

**Collect data:** Ask students to participate in interviews, ask them to participate in unstructured interviews that are relevant to the research focus.

### ***Stage 3:***

***Observe the impact of the action in context:*** Perform analytical procedures by coding all collected data and identifying themes qualitatively.

### ***Stage 4:***

**Interpreting the findings** - Answering the research questions with evidence from the data: drawing implications considering the limitations of the study; We looking forward by providing an agenda for future research that is not explored in this study.

The study's participants consisted of students enrolled in one of the junior high schools located in Karawang. The individuals made a conscious decision to engage in the activity of their own accord due to their belief in the security and confidentiality of their data. Only eight students from a single class were selected as participants from the junior high school. The research was successfully conducted by the group of eight students who were chosen for the task. The participants were selected in order to facilitate the generalizability of the research findings to students who possess traits that influence their vocabulary learning experience, namely those who utilize word walls as a means to enhance their vocabulary development. The authors selected the activity "Building Knowledge of Field (BKOF)" exclusively for the first day due to the absence of prior instruction on descriptive text within the school curriculum. Hence, the first author took the role of the teacher. On the subsequent day, the teacher proceeded with the subsequent activity till the conclusion of the day. Various approaches were employed during the data collection process, with the steps being derived from Yanto's work. E. S. (2017)

*Table*

<i>Stage of the learning</i>	<i>Teaching and Learning Activities</i>		Duration
	Teacher	Students	
<i>Building Knowledge of Field (BKOF)</i>	In this stage, the teacher provided and guided reading comprehension activities based on the descriptive text, such as identifying language features, generic structures, and social functions, based on the descriptive text.	Students followed what the teacher taught about a descriptive text.	60 minute
Modeling text	After students deepened their knowledge of the descriptive text, the teacher introduced the word wall and explained how it can be used to learn new vocabulary they do not understand. Next, the teacher introduced and taught what word classes are to students, such as pronouns, verbs, adverbs, and adjectives. In addition, the teacher gave examples of stories from descriptive text using word wall strategies to students. After that, the teacher modeled how to use the word wall, such as providing paper shaped like a tree attached to the wall near the learning area or in front of the class so that students could see it. Then the teacher showed interest in a word in the text. After TU, the teacher listed the words pasted on the word wall and asks the students to find the meaning of the words in the descriptive text. The teacher gave examples of vocabulary notes to students		15 minute

	by giving examples of vocabulary words that the teacher finds exciting and unfamiliar to work on in vocabulary notes. The teacher looked up the meaning of the Word in the dictionary and writes it in the vocabulary note.		
Small group discussion	The teacher instructed students into groups of 5-6 people and shared a descriptive text titled "My friend." And then, the teacher asks them to look up the meaning of words that students find interesting or unknown in the descriptive text. After that, the teacher instructed students to do vocabulary logs as exemplified by the teacher. The teacher gave the students a paper to write a word they think is unfamiliar, and the teacher asked them to write only one chart. The teacher asked the students to look up the meaning of the Word in the dictionary and instructed the students to write in the dictionary.	Students made groups of 5-6 people. Students looked for unfamiliar words and look up the meaning of the Word in the dictionary, and next, wrote them according to the example of vocabulary logs on the paper the teacher had given.	30 minute
<i>Independent</i>	The teacher instructed each group to come to the front of the class to review the results of the vocabulary logs task they got and what meaning words they wrote on the paper that will be attached to the word wall.  The teacher asked the students to collect the paper they wrote on one chart and then paste it on the word wall.	One group of students came to the front of the class and read the results of the vocabulary logs that had been made.  Students pasted the paper they had written on one chart on the word wall at the front of the class.	25 minute

The authors of this paper employed a combination of observational techniques and interviews to gather empirical data for this study. The observation stage was conducted by the writers through the utilization of video recording techniques. In order to ensure the validity and contemporaneity of the data, the authors enlisted the assistance of acquaintances to help in the recording process. The utilization of video recording facilitates a more comprehensive exploration of the video's content through the implementation of data processing techniques. Observation is a research methodology that entails the direct observation of people and their surrounding environment. The utilization of observation as a research method enables the examination of various aspects such as behavior, social

interactions, activities, and situations within the research setting, According to Creswell (2014).

Furthermore, the authors employed interviews as a means to investigate the students' reactions towards the implementation of word walls in the context of vocabulary acquisition. The interviews employed by the authors consisted of semi-structured interviews, wherein an open-ended technique was utilized to extract information from the students. To enhance the authors' study process, a research instrument is selected as a supplementary tool for data collection. The data in this study was collected through the utilization of observation and interviews by the writers. The selection of this data collection approach was based on its ability to assess student engagement in learning activities through the utilization of word walls, which facilitate the acquisition of general vocabulary for students.

The present study used thematic analysis as a methodological approach to examine and interpret the collected data. According to Braun and Clarke (2006), thematic analysis is a qualitative research method that enables the identification, analysis, and comprehensive reporting of patterns. This technique allows for a complete and full presentation of these patterns.

## **RESULTS & DISCUSSION**

### ***Results***

This study reveals several key findings. Firstly, it identifies the barriers encountered when attempting to discover new vocabulary and correctly pronounce unfamiliar words through the utilization of the Interactive Word Wall. Secondly, it highlights the advantages of employing word walls in vocabulary learning exercises, specifically in facilitating the identification and comprehension of word classes in a foreign language. Lastly, it examines the reactions of students towards vocabulary acquisition through the Interactive Word Wall. The three aforementioned themes will provide responses to the following questions: (1) To what extent does Word Wall change students' understanding of vocabulary learning? (2) How do students respond to vocabulary learning using Word Wall?

### **Obstacles in Finding New Vocabulary and Pronouncing New Words by Using the Interactive Word Wall**

The first finding of this research pertains to the limitations associated with acquiring novel vocabulary and mastering its pronunciation through the utilization of the interactive word walls approach. In the context of vocabulary pronunciation, it is imperative for students to develop fluency in pronouncing words. This skill is crucial for effective communication, since it directly impacts the comprehension of the interlocutor's intended meaning. In addition to the acquisition of novel vocabulary, the accurate pronunciation of unfamiliar words can provide a formidable obstacle for students. namely, kids enrolled in Junior High School, namely in Grade VII, have feelings of anxiety and fear when it comes to pronouncing words accurately. The majority of these students openly acknowledge that they feel a sense of embarrassment while engaging in oral communication due to the potential for making errors in pronunciation. When encountering unfamiliar terminology, students often have difficulties, particularly in terms of pronunciation. This is mostly due to the discrepancy between the written form of the word and its corresponding accent. Students often encounter challenges while attempting to

ascertain the definitions of words in dictionaries due to their lack of familiarity with offline dictionary usage. One further obstacle that students encounter when acquiring new vocabulary is to the requirement for increased contextual information. Gaining comprehension of how a term is employed across many contexts is crucial for comprehending its significance and application.

### **The Benefits of Word Walls in Vocabulary Learning Activities in Finding and Understanding Word Classes in New Vocabulary.**

The second finding pertains to the advantages associated with the utilization of word walls in the context of vocabulary acquisition, specifically in relation to the identification and comprehension of word classes. It is observed that students tend to experience greater ease in identifying and comprehending the word classes of unfamiliar terminology within a given text. Word walls are a highly important resource in vocabulary acquisition exercises, particularly in the identification and comprehension of word categories within unfamiliar vocabulary. The visual representation serves a significant function in enhancing students' comprehension of word categories and facilitates their acquisition of new vocabulary. Organizing words into distinct categories on the word wall, such as nouns, verbs, adjectives, and adverbs, facilitates students' comprehension of how words operate within phrases and texts, leading to a more lucid understanding. Furthermore, word walls foster an engaged educational setting. Educators has the ability to include pupils in several tasks that entail the classification and arrangement of words into their corresponding lexical categories. The practical nature of this experiential learning opportunity enables students to actively engage in the process of word analysis, so facilitating a more profound comprehension and lasting recall of vocabulary. Students have the opportunity to engage in collaborative work, wherein they engage in discussions and provide justifications for their choices of categories. This collaborative approach facilitates the enhancement of their understanding and comprehension of word courses. The student's statement below provides clarification on this matter.

*"With word wall learning, it is easier for me to know the meaning of vocabulary, and I know how to look up vocabulary words and their meanings in the dictionary. (Student 03)"*

*"By using the word wall, it is easier for me to understand vocabulary, and it helps me broaden my understanding of the meaning and significance of new vocabulary words because it is easier to understand. (Student 04)"*

According to the statements made by Students 03 and 04, the incorporation of word walls in the process of acquiring vocabulary has the potential to significantly impact their comprehension of vocabulary acquisition, particularly in the domain of word class identification and comprehension of novel vocabulary terms. Furthermore, the incorporation of interactive word walls in educational settings facilitates the development of students' skills in utilizing dictionaries to ascertain word meanings. The implementation of word walls in vocabulary acquisition can contribute to a transformation in students' comprehension of vocabulary learning, specifically in recognizing the significance of unfamiliar vocabulary terms within specific word categories.

### **Student's Responses to Vocabulary Learning Using Interactive Word Walls**

Based on the data collected from the interviews, it was found that all the students expressed positive outcomes associated with the implementation of interactive word walls. These benefits include enhanced comprehension and utilization of new vocabulary, increased engagement and enjoyment in the learning process, and improved efficiency in memorizing new words. The empirical evidence gathered from the field indicates that students perceive the utilization of word walls as a means to enhance their comprehension of vocabulary. The findings derived from the interviews conducted with students 05 to 07 can be summarized as follows:

*"I find it easier to learn vocabulary by using word walls than the usual way of learning and I really adapt to the usual way of learning. Now, by using word walls, I can understand the meaning and purpose of the vocabulary more easily. (Student 05)"*

*"I find it easier to learn vocabulary because I also know how to look up vocabulary in the dictionary, and also I can know the word class of the vocabulary in which word class, and I can understand more because of the teaching method which makes it easier for me to understand quickly and makes it easier to memorise. (Student 06)"*

*"I really like when I learn vocabulary with word wall because it is easier and not boring, so I can know the meaning and sense and I can also look up the meaning of the vocabulary in the dictionary. (Student 07)"*

The excerpt from the interview conducted with student 05 to student 07 demonstrates a favorable reception towards the implementation of the word wall method. Prior to being acquainted with the word wall strategy for vocabulary acquisition, the students found their teacher's standard instructional approach to be monotonous, as it just entailed the dissemination of information and assignment of tasks. The process of acquiring language might become tedious if the instructional approach lacks stimulation and diversity. The utilization of conventional methodologies, which mostly include the rote memorization of word lists and their definitions devoid of meaningful context, frequently leads to a decline in student motivation and active participation. When the process of acquiring vocabulary gets monotonous, students experience a decline in their motivation to engage in the acquisition of new words. The lack of personal engagement and intrinsic motivation among students may lead to the perception of vocabulary acquisition as a monotonous and obligatory endeavor. This phenomenon has the potential to result in diminished levels of motivation and reduced capacity for retaining words.

### ***Discussion***

One of the primary advantages of the Interactive Word Wall is its capacity to offer a visual point of reference for students. When students come across unknown terminology, they can consult the word wall in order to determine the word's part of speech. Visual cues play a crucial role in facilitating students' comprehension of the interplay between word form, meaning, and usage, hence enhancing their ability to grasp the contextual nuances of words with greater efficacy. The utilization of word visualization on the Word Wall facilitates the establishment of associations among words, fosters the expansion of vocabulary, aids in the retention and comprehension of the subject matter, and enhances visual memory (Calhoun, 2014; Maghfiroh, 2018). Another advantage of word walls is

their constant visibility, which enhances the learning environment by clearly exhibiting them within the classroom. Throughout their educational path, students are continually exposed to various vocabulary words and word classes. The continuous exposure to these words and their corresponding categories serves to enhance the users' familiarity and comprehension, so reinforcing their understanding gradually. The utilization of an Interactive Word Wall offers students a visually immersive environment that facilitates active and meaningful learning. By displaying words in a visual and interactive manner, students are able to establish connections between the words and comprehend the specific context in which they are employed (Diamond, L., 2007).

The introduction of new vocabulary within the context of utilizing interactive word walls for vocabulary acquisition offers several benefits to students. Firstly, it allows students to enhance their vocabulary count by incorporating new words into their repertoire. Additionally, this approach facilitates the development of connections between previously acquired words and newly introduced ones, thereby expanding students' understanding of word relationships. Lastly, the utilization of interactive word walls promotes independent learning and encourages students to engage in self-reflection as they actively participate in the vocabulary learning process. The implementation of interactive word walls facilitates the exposure to various words, hence aiding in the development and enrichment of students' vocabulary. Consequently, students who previously exhibited disinterest, fatigue, and a lack of engagement in the classroom are likely to demonstrate increased attentiveness and participation during the learning process (Farhaniah, 2021; Calhoun, 2009). Furthermore, word walls facilitate an interactive educational setting in which students actively engage in several activities centered around the classification and organization of words into their respective lexical categories. This instructional approach promotes student involvement and participation. Students are encouraged to actively engage in the learning process.

Students have the opportunity to utilize word wall tables as a resource during vocabulary acquisition exercises by engaging with interactive word walls. This allows them to independently recognize and classify novel words, reducing their dependence on the instructor. Additionally, this practice encourages students to cultivate a sense of ownership in relation to their vocabulary development, hence promoting increased confidence and drive within their educational journey. According to Short et al. (2009), the utilization of interactive word walls has the potential to enhance students' self-assurance and drive in acquiring vocabulary knowledge. By introducing an element of interactivity, the learning process becomes more enjoyable and stimulating, hence influencing students' motivation and active involvement in vocabulary acquisition. When students actively engage in the learning process and contribute to the creation of the word wall, their level of engagement with the language being taught is heightened. This intervention has the potential to enhance individuals' affective responses towards their aptitude for acquiring and employing novel vocabulary. Furthermore, the utilization of the interactive word wall fosters a more enjoyable and captivating learning experience, consequently enhancing students' motivation and active involvement in the acquisition of vocabulary.

The utilization of interactive word walls has the potential to foster active and collaborative engagement among students during the process of vocabulary acquisition, regardless of their location. The process of constructing word walls necessitates student interaction and collaboration, fostering a sense of engagement and active participation in comprehending word lessons and acquiring vocabulary (Salili et al., 2017). The involvement of students in the collaborative development of interactive word walls was found to be associated with enhanced levels of motivation, participation, and confidence in the acquisition of vocabulary. Additionally, they exhibit enhanced abilities to effectively interact and collaborate with their peers, thereby facilitating the process of problem-solving and comprehending the usage of unfamiliar vocabulary. In the context of vocabulary acquisition, interactive word walls are employed as a pedagogical tool wherein students engage in the processes of reading, comprehending, and enunciating the words encountered within a given text. Additionally, individuals are able to visually perceive the word wall they have constructed. Students have the ability to establish connections between their prior experiences or knowledge in order to generate novel phrases across diverse situations. The utilization of interactive word walls can yield significant advantages in the acquisition of vocabulary, particularly in the domains of reading and pronunciation. This is due to the visual and interactive engagement with the words exhibited on the word wall, which enables students to establish stronger connections between the visual representation of the words and their corresponding auditory manifestations (Bailet, L.H., Repper, K., & Tryggestad, E, 2012).

Furthermore, when utilizing interactive word walls for vocabulary acquisition, students may encounter challenges, including difficulties in correctly pronouncing unfamiliar words due to confusion between the written form and the corresponding pronunciation. Additionally, students may experience confusion when consulting dictionaries to ascertain word meanings, as they may lack familiarity with the process of utilizing a dictionary for English language learning. The challenges encountered by students in accurately pronouncing words can be attributed to the disparities between English vocabulary and pronunciation, which arise from the absence of phonetic resemblances between English and the students' original language. Moreover, individuals who infrequently utilize dictionaries face constraints in comprehending the significance of words, hence impeding the enhancement of their linguistic abilities (Rohmatillah, 2014; Smith, E, 2010). As an illustration, the students were instructed to articulate the term "sparkling." The students experienced a state of perplexity due to the perceived disparity in the pronunciation and orthography of the language being learned, which diverged from their native Indonesian tongue. Several students acknowledged experiencing challenges in writing or spelling certain words due to their lack of familiarity with English terminology. This difficulty arises from their limited exposure to writing and speaking in English, as teachers seldom require them to engage in such activities. The challenges faced by students in writing words or spelling accurately can be attributed to the linguistic disparities between Indonesian and English. In English, the written form often deviates from the corresponding spoken form (Reskiawan, B. et al., 2020).

In the meanwhile, the interactive word wall comments provided by students were met with favorable feedback. This tool is very accessible for students due to its user-friendly interface, facilitating comprehension of word meanings, identification of word classes, enhancing vocabulary retention, and mitigating monotony. The implementation of an Interactive Word Wall has the potential to facilitate the process of vocabulary memorization for kids. According to Marzano et al. (2016), students have the ability to engage in a pleasant and interactive manner while repeating and retaining words. The capacity to foster student engagement and promote collaborative efforts is a fundamental characteristic of an interactive word wall. The students actively participate in the utilization of the Word wall by contributing new vocabulary terms, providing corresponding definitions, offering illustrative examples, and establishing personal connections with the exhibited linguistic elements. The active participation of students in the learning process cultivates a feeling of responsibility and self-empowerment, as they assume the role of creators within their educational setting. Furthermore, the interactive characteristic of the word wall fosters a sense of exploration and engagement among students, prompting them to interact with words in diverse manners. Interactive word walls have the capacity to foster a learning environment that is both inclusive and successful, as they are able to cater to a diverse range of learning styles. In general, the utilization of interactive word walls has demonstrated favorable student reactions in terms of motivation, engagement, and the ability to retain newly acquired vocabulary. The implementation of this particular technique has resulted in a significant shift in the way vocabulary is acquired, rendering it a more engaging and participatory process. As a result, it fosters a more profound comprehension of language and instills a sense of ownership in students, encouraging them to actively assume accountability for their own learning

## **CONCLUSION**

Upon the completion of this study, it is evident that the implementation of the interactive word wall method yields a favorable outcome on students' acquisition of vocabulary. This strategy facilitates the identification and comprehension of word classes, hence enhancing students' ability to effectively engage with vocabulary learning. Furthermore, students may encounter challenges when attempting to expand their vocabulary and improve their pronunciation through the utilization of interactive word walls. These hurdles may include a restricted knowledge of vocabulary and a struggle to comprehend the appropriate usage of terms within a given context. The analysis of students' reactions to the interactive word wall strategy reveals that engaging in activities involving word walls yields favorable outcomes. These benefits encompass enhanced comprehension and utilization of new vocabulary, increased enjoyment and engagement in the learning process, and improved efficiency and speed in memorizing unfamiliar words.

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