

USING WORD WALL MEDIA IN IMPROVING STUDENT'S MASTERY IN READING

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Abstract. This study aims to determine the Utilization of Word Wall Media in Improving Reading Mastery of Class X TAB Students at SMK Negeri 3 Tanjung Selor. This research is a type of class action research. Sampling techniques are observation, interview, questionnaire and documentation. Data analysis is quantitative analysis with an experimental approach. The results showed that the pretest scores ranged from 40 to 75 with an average score of 60.97. Meanwhile, posttest scores range from 70 to 100. Thus, it can be concluded that vocabulary mastery increases significantly after using Word Wall Media and the analysis results of this research show a significant difference in students' vocabulary proficiency in reading descriptive texts when taught using word wall media compared to when taught without media in class X at SMK Negeri 3 Tanjung Selor. This can be seen from the obtained data, The t-value of -30.68 with a p-value (Sig. 2-tailed) of 0.000 shows that the difference between the pretest and post-test scores is statistically significant. Since the p-value is less than 0.05, we can conclude that the improvement in vocabulary is not due to chance.

Keywords: word wall media; reading proficiency; reading learning; visual learning media

I. INTRODUCTION

Reading skills are one of the basic skills that are very important in the learning process because they are the main gateway for students to access knowledge in various fields of science (Lubis, 2015; Yanti et al., 2022). Reading not only functions as a means of obtaining information, but also plays a role in developing critical thinking skills, understanding concepts, and expanding students' horizons (Snow, 2002). Without good reading skills, students will have difficulty in following lessons and mastering learning materials (Maghfiroh et al., 2018), resulting in low overall academic achievement (Cain & Oakhill, 2011). In addition, reading skills are also the main foundation in the development of broader literacy, including digital literacy and media literacy, which are urgently needed in today's modern era (OECD, 2019). Strong reading literacy allows students to understand a variety of texts with various formats and contexts, thereby increasing their competitiveness and readiness to face the challenges of the global world (Biancarosa & Snow, 2006). Therefore, reading mastery must be the main focus in the education process in order to produce a literate generation and be able to actively participate in the development of science and technology (Wandari et al., 2024; Asnur et al., 2024; Dewanto et al., 2023).

Mastering reading skills at an early level of education is often a major challenge for many students because the reading process involves a variety of complex cognitive and linguistic components (Tamba et al., 2022; Marensi et al., 2023). In the

early stages, students must be able to recognize letters, understand the relationship between letters and sounds, and combine sounds into meaningful words (Ehri, 2005). Difficulties in one or more of these aspects can cause obstacles in the development of reading skills as a whole. In addition, limited vocabulary and lack of exposure to varied reading materials are also factors that slow down students' progress in reading (National Reading Panel, 2000).

In addition to the cognitive aspect, another challenge faced by students in mastering reading skills is motivation and low interest in reading (Elhefni et al., 2023). At the initial level of education, students are often not fully aware of the importance of reading so they are less motivated to practice and develop their reading skills (Guthrie & Wigfield, 2000). A less supportive learning environment, such as a lack of interesting learning resources and innovative learning media, can also affect students' interest and enthusiasm in learning to read (Neuman & Celano, 2006). Therefore, effective and fun learning strategies are needed to overcome these challenges and help students master reading skills better (Nia, 2024; Wantu et al., 2024; Ali et al., 2024; Luciana, 2022).

Learning media plays an important role in supporting the reading learning process because it is able to present material visually, audio, and interactive that can make it easier for students to understand the concept of reading (Marhamah & Mulyadi, 2020; Safitri et al., 2024). The proper use of media can increase the attractiveness and motivation of students to learn so that they are more active and enthusiastic in

participating in learning (Mayer, 2009). Learning media also helps to accommodate various learning styles of students, for example by providing visual stimuli for students who are more responsive to pictures and writing, so that the process of recognizing letters, words, and sentences becomes more effective and efficient (Clark & Mayer, 2016). In addition, learning media can enrich the learning experience by providing opportunities for students to practice reading in a repetitive and contextual manner, which is very important in forming good reading skills (Rose, 2006; Santosa & Aprilisia, 2022; Zulkifli et al., 2022). Media examples such as word cards, picture books, and Word Walls can help students remember new vocabulary and improve decoding skills through consistent visual exposure (Huda & Kusumawanti, 2024). This is in line with the multisensory learning theory which states that the involvement of more than one sense in learning will strengthen material mastery (Shams & Seitz, 2008). Therefore, the use of innovative learning media that meets the needs of students is the key to increasing the effectiveness of reading learning (Swari, 2023; Dewi, 2017).

The use of Word Wall as a learning medium can significantly improve students' vocabulary mastery and reading skills (Lubis, 2015). Word Walls facilitate repetitive and contextual visual recognition of words, thus helping to strengthen students' long-term memory of those words (Gunn, Smolkowski, & Biglan, 2000). As an interactive and engaging medium, Word Wall also increases students' motivation in learning to read because they can actively participate in pasting and identifying words on the classroom wall (Kent & Wanzek, 2016). Thus, Word Wall not only supports the development of decoding skills, but also improves reading comprehension abilities through vocabulary expansion (Tamba et al., 2022; Huda & Kusumawanti, 2024).

Furthermore, a study by Fisher and Frey (2008) found that the implementation of Word Wall in English learning helps students develop better word mastery, especially at the elementary school level. This medium allows students to access new words easily and repeatedly, which is essential in the process of reading automation. Another study by Scammacca et al. (2015) also supports these findings by stating that the use of visual media such as Word Walls has a positive impact on improving reading fluency and accuracy. Based on this empirical evidence, Word Wall is considered an effective strategy that can be integrated into the language and reading learning process to improve student learning outcomes.

II. RESEARCH METHODS

This study uses a Quantitative with experiments approach which aims to improve students' reading mastery through the use of Word Wall media. The subject of the study is a student of class X of Audio Video Engineering (TAB) at SMK Negeri 3 Tanjung Selor. The research was carried out in two cycles, where each cycle consisted of the stages of planning, implementation of actions, observation, and reflection. Word Wall media is used as a reading learning tool by visually displaying important vocabulary on the classroom wall, so

that students can more easily recognize and remember these words.

Data collection was carried out through reading proficiency tests given before and after each action cycle to measure the improvement of students' reading ability. In addition, observations and field notes were used to observe the learning process and students' responses to the use of Word Wall media. Qualitative data was also collected through brief interviews with students and teachers to obtain information related to the effectiveness of media in the process of learning to read. Data analysis was carried out descriptively by comparing the results of the initial test and the results of the test after the treatment to see the improvement in students' overall reading mastery.

III. RESULT AND DISCUSSION

This research is an experimental study. The research data consists of pre-tests and post-test on the material that has been delivered using Word Wall Media. The research was conducted in July 2024. This study focuses on the independent variable Word Wall Media and the dependent variable Improving Students' Vocabulary Mastery. In this study, the researcher obtained data from the pre-test and post-test results conducted in class X TAB, which consisted of 31 students. The pre-test is an assessment given to students before they receive any treatment, while the post-test is conducted after the students have received the treatment. Both tests serve to measure the effectiveness of Word Wall Media.

The initial step is to collect data from the pre-test, which is administered to the 31 students. Then, the students are given the treatment using Word Wall Media. After the treatment, a post-test on vocabulary mastery is administered to the same 31 students. This is done to assess the students' final abilities after the treatment dapat dilihat pada Tabel 1.

Table 1. Pretest Scores

Score	Frequency
40	1
50	2
55	6
60	7

Based on Table 1, the pretest score of 40 students was 1 person, 50 was 2 people, 55 was 6 people and 60 was 7 people.

Table 2. Post Test Scores

Score	Frequency
70	2
75	3
80	2
85	12
90	8
95	1
100	3

Furthermore, the student's posttest scores can be seen in Table 2. Based on Table 2, the posttest score of 70 was 2 people, 75 was 3 people, 80 was 2 people, 80 was 2 people, 85 was 12 people, 90 was 8 people, 95 was 1 person and 100 was 3 people. To find out the influence of use Word Wall Media in Improving Reading Mastery of Class X TAB Students at SMK Negeri 3 Tanjung The selor can be seen in Table 3.

Table 3. Paired Sample T Test

Paired Sample Test	t	df	Sig. (2-Tailed)
Pair 1 (Pretest - Post-test)	-30.68	30	0.000

Table 3, the sig. value of < 0.05 means that the use of Wall Wall media has a significant impact on the reading ability of grade X students of SMK Negeri 3 Tanjung Selor. The use of Word Wall media in reading learning has been proven to make a significant contribution to improving students' vocabulary mastery and reading comprehension (Sari et al., 2025). Word Walls, which are visual displays of important vocabulary on the classroom wall, create an interactive and contextual learning environment. The results showed that students were more likely to recognize and remember the vocabulary they saw frequently, especially when it was associated with the ongoing learning context. This is in line with visual learning and environment-based learning theories that emphasize the importance of repeated exposure in building long-term memory (Schmitt, 2008; Sanmuang & Boonmoh, 2024; Dewanto et al., 2023; Luciana et al., 2024).

Furthermore, Word Walls increase students' active engagement in learning. Students are not only recipients of information, but also involved in the process of compiling, grouping, and discussing the vocabulary on display (Yaylali, 2022); (Winiasri et al., 2023; Zulkifli et al., 2022; Zulyusri et al., 2023). This activity encourages collaborative learning that can increase students' motivation and confidence in reading. These findings support a constructivist approach that emphasizes the active role of students in building knowledge through social interaction (Vygotsky, 1978). The effectiveness of Word Walls can also be seen from the improvement of students' reading comprehension skills (Thomure et al., 2023). By accessing visually relevant vocabulary, students can more easily understand the reading text because they no longer have too much trouble understanding the key words in the text. This speeds up the decoding process and improves reading fluency (Bachtar et al., 2023; Nurtamam et al., 2023). This research corroborates the view of Nation (2001) who states that vocabulary mastery is the main foundation in reading skills, and Word Wall is one of the effective strategies in developing this foundation (Syamsidar et al., 2023; Hartan et al., 2025; Panjaitan et al., 2024).

In addition, Word Wall supports differentiated learning. In practice, Word Walls can be adjusted to the needs and ability level of students (Abdullah et al., 2024; Markiano Solissa et al., 2023; Oktarina et al., 2021; Santosa et al., 2020; Wantu et al., 2024; Zulyusri et al., 2023). Words can be

classified based on theme, level of difficulty, or interconnectedness of meaning, so that students with diverse abilities can still be accommodated (Panjaitan et al., 2024). This strategy assists teachers in creating inclusive and adaptive learning. This is relevant to the principle of Universal Design for Learning (UDL), which recommends flexibility in the delivery of materials to meet the needs of all learners (CAST, 2018). Thus, the results of this study show that the systematic and integrated use of Word Wall media in the learning process can have a positive impact on students' reading mastery. Not only does the Word Wall increase the number of vocabulary mastered, it also encourages active participation, strengthens contextual understanding, and facilitates inclusive learning (Sadyva et al., 2024).

IV. CONCLUSIONS

From the results of this study, it can be concluded that pretest scores ranged from 40 to 75 with an average score of 60.97. Meanwhile, posttest scores range from 70 to 100. Thus, it can be concluded that vocabulary mastery increases significantly after using Word Wall Media and The analysis results of this research show a significant difference in students' vocabulary proficiency in reading descriptive texts when taught using word wall media compared to when taught without media in class X at SMK Negeri 3 Tanjung Selor. This can be seen from the obtained data, The t-value of -30.68 with a p-value (Sig. 2-tailed) of 0.000 shows that the difference between the pretest and post-test scores is statistically significant. Since the p-value is less than 0.05, we can conclude that the improvement in vocabulary is not due to chance.

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