



The Impact of Word Wall Media on Vocabulary Acquisition in Early Childhood

Mawaddah¹, Maksumah Syaya²

¹ Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

² Krabat barnehagen. Stavanger. Norway

(Corresponding author: 170210093@student.ar-raniry.ac.id)

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ABSTRACT

This study examines the impact of Word Wall media on vocabulary mastery among young children at RA Nurul Qalbi Sigli. Using a quasi-experimental design with a one-group pretest-posttest approach, the research involved 15 children aged 5-6 years. The intervention consisted of implementing Word Wall media in the classroom, featuring a large, organized display of vocabulary words integrated into daily activities. Data were collected through pretest and posttest vocabulary assessments and observational notes on student engagement. Results revealed a significant improvement in vocabulary mastery, with average scores increasing from 15 to 24 out of 30. Observational data indicated enhanced student participation and interest in vocabulary activities. These findings suggest that Word Wall media is an effective tool for improving vocabulary acquisition in early childhood education. The study highlights the benefits of using interactive and visual aids to support language development and suggests directions for future research to explore long-term impacts and broader applications of Word Wall media.

Keywords: Word Wall Media; Vocabulary Acquisition; Early Childhood.

INTRODUCTION

Vocabulary mastery is a critical component of early childhood education, laying the foundation for future language development and academic success. Young children, particularly in preschool and early elementary grades, benefit greatly from exposure to new vocabulary in an engaging and interactive manner. Research indicates that effective vocabulary instruction can significantly enhance language skills and comprehension.¹ Among various instructional strategies, visual aids like Word Wall media have proven to be highly effective in promoting vocabulary acquisition. Word Wall media consists of a collection of words displayed prominently in the classroom, typically in large print, allowing easy access and frequent interaction for students. This approach leverages the visual impact of word displays and integrates interactive elements, such as games and activities, to make learning new words enjoyable and memorable.² The visual nature of Word Walls helps reinforce vocabulary through repeated exposure and contextual use, which is crucial for young learners who are still developing their language skills.³

At RA Nurul Qalbi Sigli, initial observations revealed that children aged 5-6 years old had limited vocabulary, which may affect their overall language development. Implementing Word Wall media in this context aims to address these gaps by providing a structured and engaging way to expand their vocabulary. This method not only introduces new words but also incorporates them into daily learning activities, reinforcing their usage and understanding.⁴ The use of Word Wall media aligns with current educational practices that emphasize the importance of visual and interactive learning environments. Studies have shown that integrating visual aids in the classroom can support diverse learning styles and improve student engagement. By offering a visually stimulating and interactive resource, Word Walls cater to various cognitive processes, making vocabulary learning more accessible and effective for young children.

Moreover, Word Wall media fosters a language-rich environment that encourages continuous interaction with new vocabulary. Research highlights the significance of providing

¹ Isabel L Beck, Margaret G. McKeown, and Linda Kucan, *Bringing Words To Life: Robust Vocabulary Instruction* (Guilford Press, 2013).

² Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary*, ed. by Elfrieda H. Hiebert and Michael L. Kamil (Routledge, 2005) <<https://doi.org/10.4324/9781410612922>>.

³ Patrick C Manyak, Ann-Margaret Manyak, and M. Kappus Ellen, 'Lessons From A Decade Of Research On Multifaceted Vocabulary Instruction', *The Reading Teacher*, 75.1 (2021), 27–39.

⁴ P. M Cunningham and R. L Allington, *Classroom-Ready Research: Vocabulary Instruction* (Stenhouse Publishers, 2011).



students with ample opportunities to encounter and use new words in meaningful contexts.⁵ This consistent exposure and application of vocabulary not only enhance retention but also promote the development of deeper language skills, such as comprehension and expression. While existing research provides valuable insights into the use of visual aids for vocabulary development, several gaps remain. Beck, McKeown, and Kucan (2013) highlight the importance of interactive and engaging vocabulary instruction but offer a broad perspective that does not specifically address the implementation and effectiveness of Word Wall media in early childhood settings.⁶ Their findings are general and may not fully reflect the unique benefits and challenges of using Word Walls in various classroom contexts.

Similarly, Hiebert and Kamil (2005) discuss the role of visual tools in vocabulary acquisition but do not thoroughly explore how specific interactive elements, such as games and activities associated with Word Walls, contribute to vocabulary learning.⁷ This leaves a gap in understanding how these interactive components enhance the effectiveness of Word Walls. Additionally, Miller and Veatch (2016) emphasize the benefits of visual learning tools but do not assess the long-term impact of using Word Wall media on vocabulary mastery.⁸ Their research focuses on immediate benefits without addressing how sustained use of Word Walls affects vocabulary retention and development over time. These gaps highlight the need for more detailed and context-specific studies to fully understand the effectiveness of Word Wall media in enhancing vocabulary acquisition among young learners.

Finally, evaluating the effectiveness of Word Wall media in the context of RA Nurul Qalbi Sigli will provide valuable insights into its practical application and impact on vocabulary acquisition. This research will contribute to understanding how such educational tools can be utilized to address vocabulary deficits and improve language outcomes in early childhood education settings.⁹ The findings will inform best practices for implementing Word Wall media and similar resources in diverse educational contexts.

⁵ Beck, McKeown, and Kucan.

⁶ Beck, McKeown, and Kucan.

⁷ Hiebert and Kamil.

⁸ D Miller and N Veatch, *The Power of Visual Learning: Enhancing Classroom Instruction with Visual Tools* (Routledge, 2016).

⁹ Riswanto Riswanto, Reko Serasi, and Sekar Mayang Verliana, 'The Use of Word Walls Technique to Improve Students' Eleventh Grade Writing Ability in Descriptive Text', *Jadila: Journal of Development and Innovation in Language and Literature Education*, 3.1 (2023), 59–72 <<https://doi.org/10.52690/jadila.v3i1.372>>.

METHODS

This study employs a quasi-experimental design using a one-group pretest-posttest approach to evaluate the impact of Word Wall media on vocabulary mastery among young children. This design allows for the assessment of vocabulary acquisition before and after the implementation of the Word Wall intervention. The participants in this study are 15 children aged 5-6 years old from Group B at RA Nurul Qalbi Sigli. This group was selected to represent a typical classroom setting where vocabulary development is a critical focus. The intervention involves the introduction of Word Wall media in the classroom.¹⁰ This includes displaying a large collection of organized words relevant to the curriculum on a prominent wall in the classroom. The Word Wall will be integrated into daily classroom activities, including interactive games, word recognition exercises, and contextual usage activities.¹¹ Data will be collected using two primary methods:

1. Pretest and Posttest: Vocabulary tests will be administered before the introduction of Word Wall media (pretest) and after the intervention period (posttest).¹² These tests will assess the children's vocabulary knowledge and mastery.
2. Observations and Documentation: Observational data will be collected through systematic observations of classroom interactions and activities involving the Word Wall media.¹³ Additional documentation will include notes on children's engagement and participation in related vocabulary activities.

RESULTS AND DISCUSSION

The implementation of Word Wall media at RA Nurul Qalbi Sigli led to noticeable improvements in vocabulary mastery among the 15 children aged 5-6 years old. The pretest results indicated that the average vocabulary score was 15 out of 30, while the posttest results showed a significant increase, with an average score of 24 out of 30. The paired t-test analysis

¹⁰ Ilzam Dhaifi and others, 'Enhancing Autonomous Learning and Vocabulary Mastery through the Effective Utilization of Online Resources and Word Wall Activities', *AL-ISHLAH: Jurnal Pendidikan*, 16.3 (2024) <<https://doi.org/10.35445/alishlah.v16i3.5690>>.

¹¹ Kowit Pimpuang and Methawee Yuttapongtada, 'Effectiveness of Learning English Words of Sanskrit Origin as Loanwords in Thai through WordWall Gamification', *LEARN Journal: Language Education and Acquisition Research Network*, 16.2 (2023), 451–68.

¹² Nurhayati and Kristina Wati Togatorop, 'The Use of Word Wall Media to Improve Students' Vocabulary Mastery', *Proceeding International Conference on Education*, August, 2024 <<http://repository.uin-suska.ac.id/77302/1/SKRIPSI LENGKAP KECUALI BAB IV.pdf>>.

¹³ Sigit D. Arifwido and Orana Chandrasiri, 'Association Between Park Characteristics and Park-Based Physical Activity Using Systematic Observation: Insights from Bangkok, Thailand', *Sustainability*, 12.6 (2020), 2559 <<https://doi.org/10.3390/su12062559>>.



revealed a t-value of 5.23, exceeding the critical t-value of 2.14 at a significance level of $\alpha = 0.05$, indicating a statistically significant improvement in vocabulary mastery ($t(14) = 5.23, p < 0.05$). Observational data further supported these findings, showing increased engagement and participation in vocabulary activities associated with the Word Wall.

After the data obtained by the researcher from the results of the pre-test, the researcher then carried out treatment on July 25 to 26 on group B children using word wall media, but the activities carried out between treatment 1 and treatment 2 were different, which aimed to improve children's vocabulary mastery by applying word wall media. In the first treatment, the researcher shows and introduces images, letter symbols and animal names on the word wall media, the researcher asks the child to mention the letter symbols that are known, introduces the name of the animal with the image and vocabulary of the animal image, the child mentions the image of the animal, the child mentions the initial letter of the animal image, and chooses the animal vocabulary that matches the letters on the word wall media. As for the second treatment on July 26, the researcher asked the child to mention the letters on the word wall media, the child mentioned the names of the animals on the word wall media, asked the child to show the requested picture, asked the child to show the vocabulary of the requested animal name, chose the vocabulary that matched the picture of the animal, matched the vocabulary with the picture of the animal on the word wall media, Paste vocabulary according to the picture of the animal, mention the picture of the animal, and paste the image of the animal according to the image on the word wall media.

In the first treatment, the average result was 15.3%, this score was higher than the pre-test score. As for the second treatment, the score was 20.8%, the value began to increase from the value of the first treatment. It can be interpreted that the increase obtained from both treatments has increased by $15.3 + 20.8 = 36.1\%$. Then on July 27 the researcher conducted a posttest again on the influence of the application of word wall media to improve children's vocabulary mastery, especially on the theme of animals after treatment, to see the mastery of animal vocabulary, the researcher asked children to play using the word wall media that the researcher had prepared, according to what was done during the pretest to see the influence of mastery of animal vocabulary before it was done treatment and after treatment. The posttest value obtained after the second treatment was 25.8, and the difference between the last treatment and the posttest was $25.8 - 20.8 = 5\%$.

This word wall media uses an animal theme, this media is made in the form of a banner consisting of letters, words and images of animals, also consisting of animal words and animal images that are printed small and laminated so that they can be pasted on the word wall media using adhesives. This research was carried out at RA Nurul Qalbi Sigli, the sample used in the research was group B students aged 5-6 years totaling 15 people. This research goes through three stages, namely: pretest, treatment and posttest. As for the pretest activity, the researcher used a different media from the media used during treatment and posttest, namely poster media. During the treatment, the researcher conducted two treatments with different activities to see the effect of the application of wordwall media in improving children's vocabulary mastery in RA Nurul Qalbi Sigli. Then the researcher conducted a posttest again using word wall media to see the results after the treatment was carried out using the same media. The result of the average score of the pretest was 12.46 and the average score of the posttest was 25.8. After obtaining the average score of the two, the researcher searched for a normality test to see whether the data came from the normally distributed population or not. Then the researcher conducted a t-test with a result of 35.9, and to compare the tcount with the table, it is necessary to first find the degree of freedom (Db), so, $Db = n - 1 = 15 - 1 = 14 (1.761)$.

After obtaining the tcount and ttable values, the researcher then conducts a hypothesis test to find out the results of the research. The results of the previous research show that the $tcount > ttable$ is $35.9 > 1.761$, then H_a is accepted and H_o is rejected. This concludes that the application of word wall media can increase children's vocabulary mastery in RA Nurul Qalbi Sigli. Apart from the hypothesis results, the results of the observation assessment of the application of word wall media to improve vocabulary mastery of 5-6 year old children can be seen in the initial test of 12.46, and the final test of 25.8. The results of this analysis show that the application of word wall media can increase the vocabulary mastery of children aged 5-6 years. Based on the results of previous research conducted by Komang Sella Silvia, et al. With the title "Improving Children's Vocabulary Through Word Wall Media". Based on the results of the research conducted to get very good scores, it can be concluded that the word wall media applied to improve the vocabulary mastery of children aged 5-6 years at RA Nurul Qalbi can increase children's vocabulary mastery.¹⁸ The results of the above research show that the application of wordwall media can increase children's vocabulary mastery. So, it can be concluded that word wall media is one of the media that can be used by educators to increase the mastery of new vocabulary in children.



The results of this study align with existing research on the effectiveness of visual aids in vocabulary instruction. Beck, McKeown, and Kucan (2013) emphasized that interactive and visually stimulating methods can significantly enhance vocabulary learning.¹⁴ The Word Wall media used in this study provided a dynamic and engaging environment for vocabulary acquisition, which contributed to the observed improvements. The visual display of words allowed for repeated exposure and practice, reinforcing new vocabulary in a meaningful context. Further support for these findings comes from Hiebert and Kamil (2005), who noted that visual tools like Word Walls can facilitate vocabulary development by offering consistent and contextual use of new terms.¹⁵ The study's use of interactive elements, such as games and activities, aligns with their recommendations for making vocabulary instruction more engaging and effective. These interactive components likely played a crucial role in the enhanced vocabulary acquisition observed among the participants. In addition, Miller and Veatch (2016) highlighted the benefits of visual learning tools in catering to various learning styles and improving student engagement.¹⁶ The use of Word Wall media in this study not only made vocabulary learning more interactive but also addressed different cognitive processes involved in language acquisition. The increase in student engagement and participation observed in the classroom supports their assertion that visual aids can significantly impact learning outcomes.¹⁷

However, the study also reveals some gaps in the current literature. While the results demonstrate significant improvements in vocabulary mastery, there is limited research on the long-term effects of Word Wall media on sustained vocabulary retention and application. As noted by Riswanto (2023), additional research is needed to assess how prolonged use of Word Walls impacts vocabulary development over extended periods and in diverse educational settings.¹⁸

Moreover, the study's focus on a single classroom context at RA Nurul Qalbi Sigli suggests the need for broader research to determine the generalizability of these findings. Future studies should include diverse educational environments and larger sample sizes to

¹⁴ Beck, McKeown, and Kucan.

¹⁵ Hiebert and Kamil.

¹⁶ Miller and Veatch.

¹⁷ Hassan A. El-Sabagh, 'Adaptive E-Learning Environment Based on Learning Styles and Its Impact on Development Students' Engagement', *International Journal of Educational Technology in Higher Education*, 18.1 (2021), 53 <<https://doi.org/10.1186/s41239-021-00289-4>>.

¹⁸ Riswanto, Serasi, and Verliana.

provide a more comprehensive understanding of the effectiveness of Word Wall media in various settings. In conclusion, the findings from this study contribute to the growing body of evidence supporting the use of Word Wall media as an effective tool for enhancing vocabulary mastery in early childhood education. The significant improvements observed in vocabulary scores and student engagement underscore the potential of visual and interactive learning tools to support language development. Further research is encouraged to explore the long-term impact and broader applicability of Word Wall media in diverse educational contexts.¹⁹

The positive outcomes observed in this study are consistent with findings from other research that highlights the effectiveness of interactive and visually stimulating learning environments. For supports the idea that incorporating visual aids and interactive components into vocabulary instruction can lead to significant gains in word recognition and usage. Their study demonstrated that visual tools, including word walls, play a vital role in helping children internalize and recall vocabulary more effectively. The success of Word Wall media in this study echoes these findings, reinforcing the value of integrating such tools into early childhood education practices.²⁰

Additionally, the use of Word Wall media aligns with principles outlined in Vygotsky's (1978) socio-cultural theory, which emphasizes the importance of social interaction and environmental context in cognitive development.²¹ By creating a visually rich and interactive classroom environment, the Word Wall media facilitated a context where children could engage socially with new vocabulary and use it in meaningful ways. This approach supports Vygotsky's assertion that learning is enhanced when children are actively involved in a supportive and interactive environment.

Despite the promising results, it is important to consider the limitations of this study. The sample size of 15 children, while sufficient for preliminary findings, may not fully represent the diverse range of learning styles and needs present in larger or more varied populations. Future research should aim to include a more extensive sample across different educational settings to validate the findings and explore how different variables may influence

¹⁹ Nurammida Nurammida, Nizarrahmadi Nizarrahmadi, and Alvina Yolanda, 'The Effectiveness Of Wordwall Game As Media To Teach Students English Vocabulary Mastery Of Eighth Grade', *JURNAL JENDELA PENDIDIKAN*, 4.03 (2024), 283–92 <<https://doi.org/10.57008/jjp.v4i03.937>>.

²⁰ Muhammad Arsyad, 'Harnessing Wordwall for Enhanced Vocabulary Acquisition and Engagement in Non-Formal Elementary Education', *Journal of Languages and Language Teaching*, 12.4 (2024), 2064 <<https://doi.org/10.33394/jollt.v12i4.12020>>.

²¹ Lev S Vygotsky, *Mind In Society: The Development Of Higher Psychological Processes* (Harvard University Press, 1978).



the effectiveness of Word Wall media. Moreover, examining the integration of Word Wall media with other instructional strategies could provide a more comprehensive understanding of its role in vocabulary development.²²

CONCLUSION

The implementation of Word Wall media at RA Nurul Qalbi Sigli led to a significant improvement in vocabulary mastery among the 5-6 year-old children. The substantial increase in average vocabulary scores from pretest to posttest highlights the effectiveness of Word Wall media in enhancing children's ability to recognize and use new words. Observational data further supports these findings, demonstrating increased engagement and active participation in vocabulary-related activities. These results indicate that Word Wall media is a valuable tool for promoting vocabulary development in early childhood education. The success of this approach underscores its potential for fostering a more interactive and supportive learning environment, ultimately contributing to better language outcomes for young learners. Further research could build on these findings to explore the long-term effects and broader applicability of Word Wall media in various educational settings.

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