

The Use of Word Walls Technique to Improve Students' Eleventh Grade Writing Ability in Descriptive Text

Riswanto

riswanto@iainbengkulu.ac.id

Universitas Islam Negeri Fatmawati Sukarno Bengkulu

Reko Serasi

reko58serasi@gmail.com

Universitas Islam Negeri Fatmawati Sukarno Bengkulu

Sekar Mayang Verliana

Fakultas Tarbiyah dan Tadris, Universitas Fatmawati Soekarno

Email : mayangsekar035@gmail.com

ABSTRACT

This study aims to determine the differences in cognitive learning outcomes (in the form of pre-test and post-test scores) of students in class X IPA 1 as a control class and class XI IPA 4 as experimental class at SMA N 1 Bengkulu Tengah, by providing treatment using the Word Walls. This type of research is Quasi Experiment. The population is eleventh grade students of SMA N 1 Bengkulu Tengah with 368 students. From this population, 37 students were taken as samples. Each class is 35 students XI IPA 1 and 35 students XI MIPA 4. Research data were collected through writing tests and documentation. The results showed a significant change in the experimental class with an average value of 71.63 while in the control class an average value of 58,37. The post-test results show that the Word Walls strategy can improve students' writing skills. Thus, the Word Walls strategy can be one of effective strategy to increase students' writing ability.

Keywords: Word Walls Strategy, Writing, Descriptive Text.

1. INTRODUCTION

English is the first foreign language in Indonesia and is taught as a subject in more than 100 different nations. All students gain both productive and receptive language abilities while learning English, particularly writing skills. Word walls and interactive word walls are tools used to promote reading and language arts instruction, while semantic maps are visual organizers that help students recognize key concepts and relate to one another. An interactive word wall provides graphic components to demonstrate word meanings and organize words according to themes to encourage learning. It can be challenging for both students and teachers to teach writing comprehension, with some students finding it difficult to develop writing comprehension and others coming up with original ways to teach kids to write with comprehension. This is exemplified by the issue at one of the Central Bengkulu schools, where

the teacher gave students a sample text and instructs them to rewrite it before having them recount the story in accordance with the writing.

Word walls are visual tools that help children improve their visual word recognition skills and recall associations between words. They are a display of frequently used visual words sorted by age, category, or classification on the wall of the classroom. Half of the walking words encountered in elementary-level reading come from the Dolce List of 220 Basic Sight Words. The main objective of word walls is to help students recognize words with ease and up keep of word knowledge, and eventual development of automatic word reading. The word walls in elementary schools should have between 110 and 120 words when they are finished, with an average of five high-frequency words.

Writing is a type of knowledge that is only manifested when it is applied to a certain activity. It involves more than just the language system to write, but also presents substantial difficulties to our cognitive systems for thinking and memory. Writing and thinking are essentially twins, and those who write well are seen as having deep thought processes. Descriptive texts describe the world's objects, inhabitants, or settings, and students can use their imagination and perceptual sense to provide the reader with the ability to hear, taste, smell, see, and feel the subject. Writing is the hardest skill to master while studying a foreign language.

Writing is a difficult skill for both native and non-native speakers, as it requires a variety of skills such as organization, content, purpose, vocabulary, audience, and mechanics. Ability is the ability to express ideas, thoughts, and feelings in written symbols in a way that others or readers can understand them. Even fluent English-speakers sometimes have trouble writing or comprehending articles, but the majority of Indonesian students actually had trouble learning English, especially in writing. This is due to a lack of enthusiasm in learning how to write.

Writing is a means of creating language and conveying ideas, feelings, and opinions. It involves combining thoughts and assessing how to explain and organize them into a declarative and comprehensible paragraph. It also entails the creation of a logically worded definition. Writing is the most challenging of the four abilities since the writer must be able to communicate effectively. It enables us to engage and share our thoughts, experiences, and opinions in order to ensure a constructive relationship with society.

Writing ability is the ability to use written language to communicate thoughts, ideas, opinions, reactions, and sentiments. Composition is the process of linguistically placing concepts into sentences in a thorough and comprehensible manner. Text is the end product of writing action and can result in texts like descriptive texts, procedure texts, report texts, and narrative texts.

The most important details in this text are the four reasons why children should be taught to write. According to Harmer (Harmer, 1998), it's crucial to teach writing to kids learning English as a second language. Caswell believes that teaching writing is important because it provides additional possibilities for language processing, or thinking about the language. Six different causes exist for why people write: writing to inform or clarify, persuasion writing, writing in class, business writing, and social writing. Writing to inform or clarify is the first type of writing, while persuasion writing is the second type of writing.

Writing in class is the third choice, while business writing is the fourth type of writing. Social writing is the fifth type of writing.

Word wall exercises are an instructional tool that can help pupils learn the topic more effectively. Word walls are a collection of vocabulary that has been organized thematically and exhibited in huge letters on a classroom wall. Word wall games are enjoyable methods for learning high-frequency words and enhancing word recognition through active and visual word interaction. Word walls are an instructional tool that must be used, not only displayed or observed, and can engage students in developing and using activities, as well as enhancing study group activities. Games can sharpen cognitive abilities and intellect in dealing with artificial or conflictual game challenges, but they can also be detrimental.

Therefore, it is important to make games education that directs students in learning activities. The Word Wall Game Quis method is an instructional game that involves students actively participating in "doing" science to acquire a greater grasp of science and be more interested in it. It requires active involvement of students and is proven to increase learning achievement and children's attitudes towards Science and Mathematics. It also aids in the development of critical thinking, positive attitude, vocabulary knowledge, and conceptual understanding, as well as scientific literacy and a grasp of scientific processes. Word barriers are a method for teaching linguistic concepts, and the Word Walls Technique involves grouping a number of words into a high-frequency appropriate sight that can be labeled or posted on the school wall for kids to quickly scan and understand.

2. LITERATURE REVIEW

The Word Wall Method is a teaching tool used by some scientists to help students learn vocabulary and give them words to use as the basis for their work. According to Sita (Ratnaningsih & Azizah, 2019), the study's findings suggest that when instructing writing lessons, teachers should be aware of the shortcomings and difficulties of their students and use error analysis as a guide to the remedial lesson. The teacher analyzes the pupils' work on a regular basis to keep track of their progress and can concentrate on the areas that lead the students to make mistakes. Vintner et al. (2015) found that secondary school pupils were taught by teachers using the Word Wall approach, who improved their vocabulary development and concept mapping abilities, and the effectiveness of the Word Wall method was high at lower levels, such as elementary school students. Sartika, R. (2017) found that the Word Wall Method encourages students in developing descriptive text, and the results show that more than 50% of student responses to the use of Word Walls, a teaching tool for encouraging the use of descriptive language, received positive feedback. The teaching and learning process for English must therefore be as engaging as possible. The author concluded that Word Walls are a useful tool for improving learners' writing abilities, as evidenced by the pupils' post-test results being better than their pre-test results. Additionally, Word Walls are thought to be an effective teaching tool for teaching descriptive texts. A word wall is a list of words that is written and displayed in a classroom, and writing instruction is broken down into three phases: modeling, collaborative text construction, and independent text construction. To use the Word Wall technique, the teacher assigned the pupils the task of writing descriptions, and the instructor learned from the task's outcomes that employing a Word Wall to teach descriptive writing is effective.

3. METHODOLOGY

This study is being carried out in a semi-experimental manner, using a quasi-experimental design. The term "Experimental" is used to define randomized experimental design or randomized experimental design, while the phrase "Quasi-Experimental Design" is used to describe non-random designs. Two variables independent and dependent are employed

in quasi-experimental research, with the word walls strategy serving as the independent variable and writing comprehension as the dependent variable. The researchers noted two things both before and after the experiment, referred to as pre-test and post-test, respectively. During the pre- and post-tests, the researcher taught the experimental class using the word walls technique. The world walls methodology was then evaluated to see if it was effective as a replacement strategy to improve students' writing comprehension. The following table illustrates the research design:

Table 3.1 : Research Design

Where :

XI IPA 4 = Eksperimental Class

XI IPA 1 = Control Class

O1 = Pre-Test Results for Students

O2 = Students' Post-Test Results

X1 = Pre-Questioning-Based Treatment

X2 = Therapy without Questioning in Advance

a. Population

Population is a group of people connected by shared information, studied by Creswell (2012). The study focused on the entire Senior High School Negeri 01 Bengkulu Tengah student body, with the eleventh graders divided into four classes based on population affordability.

b. Sample

A sample is a distinct portion of a statistical population whose features are studied to gain additional knowledge. To make generalizations, the researcher will look at a subset within the target population. Purposive sampling strategies were used to select samples for this study, with XI IPA 1 and XI IPA 4 selected based on observation of their worth over a semester and interview with teacher English. The table displays the sample distribution.

Class	Pre-test	Treatment	Post-Test
XI IPA 1	O ₁	X ₁	O ₂
XI IPA 4	O ₁	X ₂	O ₂

The researcher pre- and post-tests on both the experimental and control classes to assess the effectiveness of the pre-questioning technique in the teaching of writing skills at SMA Negeri 01 Bengkulu Tengah. The results of the pre-test and post-test were used to compile the data for

the investigation. The pre-test focused on writing descriptive content, while the post-test assessed how much the intervention had advanced the students' academic writing skills. The researcher was able to pinpoint the significant achievement gap between the experimental and control groups by comparing the students' post-test results.

A writing competence exam is a tool used to evaluate the writing skills of two groups of pupils. Pre- and post-tests are similar in format and content, but differ in terms of timing and goals. The research gives the pupils a pre-test following the first encounter and encourages them to compose a descriptive paragraph before treatment. The word walls method is used to educate the students how to write well, and the researcher provides 10 questions at the end of the course to gauge their writing skills. The goal of this exam is to examine whether the children's writing skills have improved as a result of the use of therapies. The instrument test's specifications include grade, level, and sets of requirements for the Content, Organization, Vocabulary, Language Usage, and Mechanics parts.

The experiment approach involves data processing, which involves administering a trial test to students who are not a member of the experimental or control groups. To ascertain the test's validity and reliability, the researcher conducted item analysis and an analysis based on the students' try-out results. Validity is the ability to interpret test results in a relevant and acceptable manner. Content validity is based on objectives and the views of subject matter experts, while item validity is based on the material and is in line with the learning objectives defined in the school and supported by the curriculum. Reliability is a tool for measurement, which depends on how consistently it measures the thing it is intended to measure.

The most important details in this text are the two tests used to assess the validity of a test. The first test is the Kolmogorov-Smirnov method, which seeks to establish the normality of the data gathered from each variable. The second test is the Levene statistic test, which establishes if the variance is constant for samples from different classes. The Kolmogorov-Smirnov method is used to determine if the data come from a regularly distributed population, while the Levene statistic test is used to determine if the data come from a population that is not normally distributed. The Kolmogorov-Smirnov method is used to establish the normality of the data gathered from each variable, while the Levene statistic test is used to determine if the variance is constant for samples from different classes.

The Kolmogorov-Smirnov method is used to establish the normality of the data gathered from each variable, while the Levene statistic test is used to determine if the variance is constant for samples from different classes. The Kolmogorov-Smirnov method is used to establish the normality of the data The Independent-samples T-test was used to assess the effectiveness of the group writing method on the students' descriptive writing. If the results showed a p-value or sig (2-tailed) higher than the significance threshold of Sig = 0.05 (5%), the null hypothesis is accepted. If the p-value is smaller than Sig = 0.05 (5%), the alternative hypothesis is accepted. The Paired T-Test was used to compare the effectiveness of the experimental and control groups' students' writing abilities.

The Paired T-Last test phase was used to compare or determine the difference in mean score between two unrelated samples. In the post-test, the students were asked to provide focused responses to a question.

4. RESULT AND DISCUSSION

1. Result

The research found that during the academic year 2021–2022, at SMAN 01 Bengkulu Tengah, in the eleventh grade, word walls were used more frequently. The results of the research were found based on data analysis and the SPSS 25 edition of the program was used to analyze the collected data. The tests performed prior to and following treatment were reviewed and assessed.

Provides Statistics for the Experimental Group.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Kelas Eksperimen	35	48	75	60,91	7,942
Post-Test Kelas Eksperimen	35	59	84	71,63	6,150

Pre-test scores for the sample (N) of 35 students from the experimental class ranged from 48 to 75, with an average of 60,91, as indicated in the table above. The lowest and highest post-test values are 59 and 84, respectively, while the median post-test value is 71,63.

A Summary of the Control Group's Statistics

Descriptive Statistics

A sample (N) of 35 students is used in the control class, and the pre-test value fluctuates from 44 to 71 with an average of 61,46. Today, the post-test value has a mean of 9,412 and a range of 31 to 79.

	N	Mini mu m	Maxi mu m	Me an	Std. Deviat ion
Pre-Test of control class	35	44	71	61, 46	7,504
Post-Test of control class	35	31	79	58, 37	9,412

The Kolmogorov-Smirnov test was used to assess the data's homogeneity and normalcy. Results were considered normal if the significance of the test results was more than 0.05. When the significance level fell below 0.05, the test's distribution was not normal.

The Nomality Data Test of Pre-Test Score Results

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Stati stic	Df	Sig.	Statistic	Df	Sig. Kolmo
					Statistic ,123
,121	35	0,20 0	,949	35	0,103

The Kormogorov-Smirnov test of the pre-test in the experimental class revealed that the significance was 0,200 based on the aforementioned data. It had a magnitude greater than 0.05. This proved that the statistics were accepted as being usual.

Examining the normality of the control group's pre-test scores

The significance for the pre-test in the control class was 0,200, as determined by the results of the Kormogorov-Smirnov test. The results were determined to be normal because 0,931 is more than 0,05.

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Stati stic	df	Sig.	Statist ic	Df	Sig.
,123	35	,200	,931	,35	0,092

According to the homogeneity of variance test, the significant value was 0,079.

Levene Statistic	df1	df2	Sig.
3,187	1	68	,079

Although 0,079 was less than the alpha threshold of 0,05, it was discovered that the variances of each test varied.

2. Discussion

The Word Walls therapeutic approach started with the same levels of writing proficiency as the experimental group. The Teaching Writing Texts Via Word Walls Method for Senior High School Students provides support for the study's conclusions. Cindy Sherman's study found that using Word Walls to teach writing had a significant impact on students' writing achievement. Ratih Dewi Imrotul's study, using word walls and mind maps to improve pupils' recall text writing ability, yielded useful recommendations for English teachers and future researches. Agus Hendra Alpriansyah's research approach was pre-experimental, using word barriers in English lessons to help pupils write better at SMPN 10 Tarakan's eighth grade students. Purposive sampling was used to obtain samples from Class VIII-1, which was chosen because no pupils met the criteria for success in English, particularly in the writing element. Writing tests were used as the research's instrument. The results showed that the mean score on the pretest was 59.52 whereas the mean score on the posttest was 73.96. At the significance level of 0.05, the paired sample T-test produced a value of 0.00. The data analysis's findings demonstrated that employing Word Walls while teaching has a substantial impact on students' writing abilities. We can draw the conclusion that Word Wall can enhance the writing skills of the eighth-graders at SMPN 10 Tarakan.

The study found a statistically significant difference in the writing abilities of students who had been taught using the Word Walls approach and those who had not. The experimental post-test group's mean score was 71,63, while the control group's mean score was 58,37. Using the Word Walls approach, students were able to assess their writing and diagnose it by checking grammar, punctuation, and paragraph structure before turning it into a new document. The outcomes showed that the two-tail p-value was lower than the α -value (0,05). It could be argued that the Word Walls technique greatly enhanced writing abilities.

The Word Walls method can be used to educate pupils how to write descriptive writing. The majority of students in the experimental group showed greater improvement between their pre-test and post-test scores, while the control group's post-test scores did not significantly improve. The study's findings suggest that tenth graders who used the Word Walls approach wrote more effectively, taking some time to get used to it.

Students in SMA 01 Bengkulu Tengah's eleventh grade are more motivated to learn English than their younger counterparts. Motivation is divided into two types: extrinsic and intrinsic. Intrinsic motivation is self-motivated and made up of desire, effort, and attitude. Each drive can be used to learn English in a different way.

Motivation for learning can come from both the joy of learning and a desire to feel better about oneself. Extrinsic motivation is the result of external influences, such as passing tests, financial gain, or future travel. Students exhibit a high level of intrinsic motivation, which is evidenced by their desire to learn new things, love of doing so, and dedication to succeeding in their academic endeavors. However, each extrinsic motivation indicator has a moderate level of motivation, showing that even while kids think reading and learning English are challenging subjects, they still have the drive and determination to learn.

Intrinsic self-desire is categorized as having a high level of motivation based on the average of the question items. Satisfaction is categorized as having moderate motivation based on the average calculation of all the question items. Competition is a component of the high category level of motivation and shows that kids face challenges and competition while studying in reading class. Good habits is categorized as having a moderate level of motivation based on the average of all the question items. Pupils were still actively reading and learning English despite the Covid-19 pandemic, with awareness being the highest level of motivation. This is due to the understanding of the importance of reading and the need for independent study, and the high level of student learning motivation in class discussion.

The average question item indicates that students are motivated to learn and participate in class discussions during the Covid-19 pandemic due to praise and advice from parents, friends, and teachers. Praise is categorized as having a moderate level of motivation, while advice is categorized as having a moderate level of motivation. Teachers, parents, and the environment have a moderate degree of motivation, indicating students are motivated to learn if they enjoy the material, are in a comfortable setting, and have engaging lecturers.

The fourth indicator is a moderate reward level of motivation, suggesting that kids do not expect rewards when reading and studying. The fifth indicator is punishment, which falls into the high category degree of incentive, suggesting that pupils are participating in reading during the Covid-19 period both as a result of punishment and out of a desire to improve.

5. CONCLUSION

The experiment found that students who received instruction using the Word Walls technique were much more skilled at writing descriptive prose than those who did not. A t-test with SPSS 25 showed that $0,000 > 0,05$, which led to the hypothesis that using Word Walls had no discernible effect on students' writing skills being rejected and the hypothesis that it did being accepted.

The researcher would wish to offer a suggestion to the teacher and the pupils after doing this investigation. The following recommendations are offered:

1. The English teacher suggested Word Walls as a substitute tool for teaching writing because the exercises would make the classroom more engaging and enjoyable.
2. It is advised that the students practice and have fun with this task because using the Word Walls approach in writing may open up new perspectives for those who want to improve their writing abilities.
3. To advance the practice of teaching and learning English, the institution should provide the necessary media and facilities. The principle of SMA N 01 Bengkulu Tengah should also take this into consideration.

The researcher's contribution of valuable suggestions is still needed to make this research great so that it can be read because it is so far from perfect.

REFERENCES

- Arikunto, S. (2021). *Penelitian tindakan kelas: Edisi revisi*. Bumi Aksara.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Introduction to Research in Education. In Chris Shortt (Ed.), *Nucl. Phys.* (8 Ed, Vol. 13, Issue 1). Wadsworth Cengage Learning. <http://repository.unmas.ac.id/medias/journal/EBK-00124.pdf>
- Brabham, E. G., & Villaume, S. K. (2001). Building walls of words. *The Reading Teacher*, 54(7), 700.
- Bridgeman, B., & Carlson, S. B. (1984). Survey of academic writing tasks. *Written Communication*, 1(2), 247–280.
- Bush, C. L., & Huebner, M. H. (1979). *Strategies for reading in the elementary school*. MacMillan Publishing Company.
- Byrne, D. (1984). *Language learning in the classroom: Teaching oral English*. Longman.
- Callella, T. (2001). *Making your word wall more interactive*. . Huntington Woods, MI: Creative Writing Press.
- Campbell, D. T & Stanley, J. C. (1996). *Experimental and quasi-experimental designs for*

research. Rand McNally & Co.

- Cooper, J., & Kiger, N. (2003). Literacy: Helping children construct literacy. *Belmont, CA*.
- Creswell, J. W. (2012). Educational Research : Planning, Conducting and Evaluating Auantitative and Qualitative Research. In M. Buchholtz (Ed.), *Pearson Education, Inc.* (Fourth Edi). Pearson Education, Inc.
- Cronsberry, J. (2004). Word walls: A support for literacy in secondary school classrooms. *Retreived from Http://Www. Readingrickets. Org*.
- Crystal, D. (2003). Handbook of Research in Second Language Teaching and Learning. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* (Vol. 3). Cambridge University Press. <https://doi.org/10.4324/9781315716893>
- Demir, S. (2017). An Evaluation of Oral Language: The Relationship between Listening, Speaking and Self-efficacy. *Universal Journal of Educational Research*, 5(9), 1457–1467. <https://doi.org/10.13189/ujer.2017.050903>
- Dian Rizki Nurcahyani. (2016). The Effectiveness of Using Word Wall in Teaching. [State Islamic Institute (IAIN) Tulungagung]. In *English Education Departement: Vol. I* (Issue 02). <http://journal.uin-alauddin.ac.id/index.php/Eternal>
- Ehri, L. C. (2005). Learning to Read Words: Theory, Findings, and Issues. *Scientific Studies of Reading*, 9(2), 167–188. https://doi.org/10.1207/s1532799xssr0902_4
- Fauzi, A. (2020). The Use Of Simple Present Verb And Adjective In Students' Writing Descriptive Text. *INFERENCE: Journal of English Language Teaching*, 3(3), 191. <https://doi.org/10.30998/inference.v3i3.5773>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education* (8th ed, Vol. 21, Issue 1). McGraw-Hill. https://saochhengpheng.files.wordpress.com/2017/03/jack_fraenkel_norman_wallen_helen_hyun-how_to_design_and_evaluate_research_in_education_8th_edition_-mcgraw-hill_humanities_social_sciences_languages2011.pdf
- Gyan, A. P. (2021). *Improving Students' Vocabulary by Using Word Wall Media at The Second Grade of SMPN 8 Palopo* [STATE ISLAMIC INSTITUTE OF PALOPO]. [https://repository.ar-raniry.ac.id/id/eprint/4094/2/Atikah Gyan Pradipta.pdf](https://repository.ar-raniry.ac.id/id/eprint/4094/2/Atikah%20Gyan%20Pradipta.pdf)
- Hall, D., & Cunningham, P. (1999). Multilevel word study—Word charts, word walls, and wordsorts. *Voices on Word Matters—Learning about Phonicsand Spelling in the Literacy Classroom*, 114–130.
- Harmer, J. (1998). *How To Teach English*. Longman.
- Harmer, J. (2007). *How to Teach English*. Oxford: Pearson Education Limited.
- Hastjarjo, T. D. (2019). Rancangan Eksperimen-Kuasi. *Buletin Psikologi*, 27(2), 187. <https://doi.org/10.22146/buletinpsikologi.38619>
- Hyland, K., & Jiang, F. (Kevin). (2017). Is academic writing becoming more informal? *English for Specific Purposes*, 45, 40–51. <https://doi.org/10.1016/j.esp.2016.09.001>
- Imrotul, R. D., & Hasanah. (2020). *By using a combination of word walls and mind maps, students' writing abilities for recount texts can be improved*. Universitas Negeri Malang.
- Jannah, I. M., Kuswari, N., Muna, I., & Nabilla, K. (2020). Exploring the Effects of Using Game on Students' Vocabulary Mastery: A Case Study in Instructional Material and

- Media Development Class. *Proceedings of the International Conference on English Language Teaching (ICONELT 2019)*. <https://doi.org/10.2991/assehr.k.200427.037>
- Karyati, T., Bintoro, T., & Fahrurrozi, F. (2018). Increasing Ability to Start Writing through Recitation Method. *American Journal of Educational Research*, 6(8), 1072–1077. <https://doi.org/10.12691/education-6-8-2>
- Kasyulita, E., & Armelida. (2019). An Analysis of Students' Motivation in Learning English After Given Rewards at The Eight Grade Students of SMPN 3 Rambah. *Journal of English Education*, 5(1), 23. <https://media.neliti.com/media/publications/329552-an-analysis-of-students-motivation-in-le-72a67080.pdf>
- Khunaivi, H., & Hartono, R. (2015). Teachers and Students Perceptions of Corrective Feedback in Teaching Speaking. *English Education Journal*, 5(2), 14–20.
- Kurniasih, W., Regina, & Arifin, Z. (2015). The Use of Word Wall Media in Teaching Descriptive Writing. *Jurnal Pendidikan Dan Pembelajaran Untan*, 4(11), 1–12. <https://media.neliti.com/media/publications/211101-the-use-of-word-wall-media-in-teaching-d.pdf>
- Masters, & Mori. (2010). *Semantic Mapping Strategy A*.
- Mohamed, A. M. A., & Shaaban, T. S. K. (2021). The Effects of Educational Games on EFL Vocabulary Learning of Early Childhood Students with Learning Disabilities: A Systematic Review and Meta-analysis. *International Journal of Linguistics, Literature and Translation*, 4(3), 159–167. <https://doi.org/10.32996/ijllt.2021.4.3.18>
- Pradini, P. C., & Adnyayanti, N. L. P. E. (2022). Teaching English Vocabulary to Young Learners with Wordwall Application: An Experimental Study. *Journal of Educational Study*, 2(2), 187–196. <https://doi.org/10.36663/joes.v2i2.351>
- Ratnaningsih, S., & Azizah, A. (2019). Error Analysis in the Descriptive Text Writing of Vocational High School Students. *Dinamika Ilmu*, 19(1), 175–186. <https://doi.org/10.21093/di.v19i1.1364>
- Safitri, D., Awalia, S., Sekaringtyas, T., Nuraini, S., Lestari, I., Suntari, Y., Marini, A., Iskandar, R., & Sudrajat, A. (2022). Improvement of Student Learning Motivation through Word-Wall-based Digital Game Media. *International Journal of Interactive Mobile Technologies*, 16(6).
- Sartika, R. (2017). Implementing Word Wall Strategy in Teaching Writing Descriptive Text for Junior High School Students. *Journal of English and Education*, 5(2), 179–186. <https://ejournal.upi.edu/index.php/L-E/article/view/9948/6333>
- Shadish, W. R., Cook, T. D., & C., & T., D. (2002). *Experimental and quasiexperimental designs for generalized causal inference*. Houghton Mifflin Co.
- Ullah, O., & Awan, S. A. (2021). Efficacy of Word Wall and Lecture Methods: Modifying Students' Learning at Elementary Level. *International Review of Social Sciences*, 9(1). https://www.researchgate.net/publication/348907694_Efficacy_of_Word_Wall_and_Lecture_Methods_Modifying_Students'_Learning_at_Elementary_Level
- Vintinner, J. P., Harmon, J., Wood, K., & Stover, K. (2015). Inquiry into the efficacy of interactive word walls with older adolescent learners. *The High School Journal*, 98(3), 250–261.
- Ying, Y., Mursitama, T. N., & Abbas, B. S. (2019). Natuna tourism application design to learn

foreign language with mnemonic method. *International Journal of Scientific and Technology Research*, 8(12), 1120–1128. https://www.researchgate.net/profile/Yi-Ying-3/publication/342233903_Natuna_Tourism_Application_Design_To_Learn_Foreign_Language_With_Mnemonic_Method/links/5eea0666a6fdcc73be83007a/Natuna-Tourism-Application-Design-To-Learn-Foreign-Language-With-Mnemonic-Method.pdf