

## USING WORD WALL TECHNIQUE AND VOCABULARY MASTERY ON STUDENTS' WRITING SKILL

<sup>1</sup>Suryadi\*

<sup>1</sup>STKIP Situs Banten, Indonesia

<sup>1</sup>*suryadi@stkipsitusbanten.ac.id*

\*Corresponding author

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**Abstract:** The study's purpose was to determine the effect of the word wall approach and vocabulary acquisition on students' writing skills. For this quasi-experimental study, students in MA Negeri 1 Serang's class XI IPA 1 are randomly assigned to one of four different factorial designs, each with a 2x2 nonequivalent control group. Data on learning outcomes were gathered via pre- and post-test activities. The samples consisted of 60 students picked at random and matched to the study's circumstances and objectives. The findings indicate a substantial difference between the experimental and control groups on the posttest. The  $F_0$  was 5.225, and the Sig. was  $0.025 < 0.05$ . Thus, although the null hypothesis was rejected, the research hypothesis was supported. Additionally, it suggests that the impact of combining the word wall approach with vocabulary knowledge on pupils' writing ability varies.

**Keywords:** *students' writing skill, vocabulary mastery, word wall technique*

### INTRODUCTION

An English course is required at every level of schooling in Indonesia, from elementary school to university. In general, English is taught in Indonesia via a conventional or traditional style that places a premium on grammar and structure learning and teaching. Typically, students are expected to build and evaluate well-structured sentences as well as learn and pronounce vocabulary. In order to go to the next level of study, an English paper exam with questions on grammatical and reading skills is necessary (Suryadi et al., 2020). Students must have an adequate vocabulary to communicate successfully in a range of contexts in order to meet the demands of attaining the objectives of learning English, which include the capacity to communicate both verbally and in writing. The most fundamental competence that anybody studying English must possess is vocabulary mastery. How can one communicate in a language if he lacks the necessary vocabulary? (Trisnawati et al., 2013).

When students are studying English, teachers should be able to teach them how to utilize the right and suitable vocabulary in speaking and writing. By using

instructional aids or media, teachers may help pupils in expanding their vocabulary. A good medium is one that actively engages pupils in its usage. A teacher is accountable for providing education that is exact, clear, engaging, and efficient. This is achieved via the use of a range of media to arouse students' interest and excitement for English learning. Teachers are expected to create and distribute educational materials in their classrooms. Instructors are the frontrunners when it comes to creating and implementing effective educational programs in schools, since they are the ones who are really doing the work of creating and implementing them. Among them is the usage of media including word wall images. Students are encouraged to expand their comprehension of English vocabulary via the use of these media, rather than depending simply on dictionaries or the teacher-provided definitions of terms. A word wall graphic is an interactive medium that fosters listening, speaking, reading, and writing in the classroom (Marhamah & Mulyadi, 2020).

The lack of vocabulary in English education is one of its drawbacks, especially for students learning the language for the first time (Virgana & Lapasau, 2019). Since many students are unable to meet even modest vocabulary learning goals, it is clear that exposure to language activities that focus on other aspects of language or communication would not result in an adequate lexis being "picked up." (Schmitt, 2008).

Previous research is a source of knowledge for the authors when they do research in order to enhance the theories they utilize in their study. The author was unable to locate a prior study with the same title as the author's research. On the other hand, the author consults various papers to complement the study content in his research. The following are important past studies and periodicals to the author's research: The first is Marhamah & Mulyadi (2020) study, entitled *The Effect of Using Word Wall Picture Media and Linguistic Intelligence on Improving English Vocabulary Learning Outcomes*. The second study, titled *The Effect of Visual Word Wall Learning Methods and Project Assessments on the English Vocabulary Ability of Class V Elementary School Students, Group I, Gianyar District*, examined the effect of visual word wall learning methods and project assessments on the English vocabulary ability of class V elementary school students (Trisnawati et al., 2013). This study is distinct from two earlier studies that assessed the influence of the word wall technique on

students' vocabulary mastery because the researchers coupled word wall variables and vocabulary mastery on students' writing abilities.

The goal of this study is to discover: 1) whether or if students' text-writing abilities improve as a result of using word wall methods and vocabulary mastering. the impact of word wall approaches on pupils' ability to write text processes. how students' writing abilities are affected by students' grasp of language. The study hypotheses are: 1) Using word wall methods and vocabulary mastery has no impact on students' procedure text writing abilities and 2) Using word wall techniques and vocabulary mastery has an effect on students' procedure text writing skills. In procedural text, students' writing abilities are unaffected by the technical word wall effect. While vocabulary mastery has no effect on students' writing abilities in procedural texts, it has an impact on students' writing abilities.

## **REVIEW OF LITERATURE**

### **Word Wall Technique**

The term "word wall" refers to a group of words displayed in large visible letters on a whiteboard, posters, or other displaying surface in the context of a classroom. Using a wall of word is a way to pupils or anybody else to learn new words and broaden their vocabulary. A wide range of terms are included to aid pupils in broadening their knowledge of the English language (Misrawati et al., 2020). The reason why a wall of words is to focus pupils' attention to the words posted on the walls of a classroom in huge letters. Student participation in the development and usage of multimedia may be encouraged via the use of this tool. It also aims to get students involved in the creation and consumption of media (Azizah, 2020). According to Kadaruddin et al. (2020), The method of learning a word wall should emphasize the importance of teaching vocabulary via the usage of word wall media such as the following: 1). Students are informed of the terminology that will be learned. 2). The teachers discuss how the media works and how to use it effectively. 3.) Teachers present text and direct students to build a list of related vocabulary nouns, verbs, and adjectives. 4). The teachers split the class into three groups for the purpose of conducting word searches: The first group is tasked with the task of locating the text's five vocabulary words. The second group looks for five vocabulary verbs in the text. The last group looks for five vocabulary

adjectives in the text. 5). The teachers distribute little pieces of colorful paper to each group and ask them to develop vocabulary nouns, verbs, and adjectives depending on the content of the text. 6). Students adhere the paper to the material that will be used for the word wall after establishing the meaning of the word. The Word Wall Picture is a sort of interactive educational media that consists of a collection of huge words and pictures displayed across the classroom. It should be used not just to attach to and display on the wall, and to boost Students' participation in exercises and involvement, as well as their use of the resources available to them.

### **Vocabulary Mastery**

Vocabulary is one of the essential linguistic factors for language acquisition. Since a concept is largely transmitted via the use of words. In the realm of language, research suggests that vocabulary is more important than structural elements (Suryadi et al., 2020). Additionally, a lack of media-appropriate learning in vocabulary instruction contributes to pupils' inadequate vocabulary proficiency. Thus far, the learning mediums used have been traditional. One of the linguistic variables that are considered essential for language proficiency is vocabulary (Salim et al., 2021). Vocabulary acquisition is a lengthy process that needs students to retain motivation and change their learning tactics over time; hence, a proactive approach to learning in which students take charge of their vocabulary acquisition is critical (Tseng & Schmitt, 2008). Vocabulary is often referred to as the words used to transmit messages and meaning amongst individuals (Har et al., 2019). Students, teachers, materials authors, and academics can all agree on one thing: Learning a second language necessitates the acquisition of vocabulary (Schmitt, 2008). The instruction covers the four abilities of listening, speaking, reading, and writing, as well as each of the micro skills. The usage of word walls to teach English vocabulary allows students to explore their talents, which enables them to improve their abilities optimally throughout the learning process, since they are actively engaged in locating and comprehending subject matter ideas (Trisnawati et al., 2013).

## **Writing Skill**

Writing is the activity in which students communicate their ideas and thoughts in written form. Additionally, they may enhance their other language components such as vocabulary, spelling, and grammar, ensuring that children learn more than just how to write well (Latifah & Rahmawati, 2019). According to Swandi & Netto-Shek (2017) writing instruction is positioned as a component of the acquisition of other language abilities, allowing for the development of learning a language using methods based on literacy. Additionally, there seems to be a strong emphasis on teaching writing methods and abilities, which are classified as follows: (a) creating and generating writing topics; (b) putting thoughts on paper and structuring them; and (c) evaluating, rewriting, and enhancing the quality of the written word (Swandi & Netto-Shek, 2017). Writing is a challenging talent for certain students, and its procedures imply the unification of thoughts from beginning to conclusion, which is advantageous for rookie writers. Additionally, the writing procedures need critical thought in order to develop the topic. A critical thinker should be aware that his or her curious tendency to write strives to investigate, appraise, and critically analyze all such sources (Muchtar et al., 2020).

## **METHOD**

This research employed a quantitative technique to illustrate causal links between variables. The study design is Using a two-factor factorial design, researchers may gather data on all conceivable combinations of the two variables under consideration (Borkowski, 2015). The study participants are all students enrolled in the academic year 2021/2022 at XI IPA MA Negeri 1 Serang. The total number of students is made up of four courses. Each class has forty students, for a total of 160 students distributed among four courses. One experimental and one control class from each of the four classes are picked at random to make up the sample. Only 30 students are allowed in both the control and experimental courses, or until the total number of active students reaches 60.

**Table 1. Factorial Design 2 x 2**

	<b>Teaching Technique</b>		<b>∑ Rows</b>
<b>Vocabulary Mastery</b>	<b>Word Wall (A1)</b>	<b>Conventional teaching method (A2)</b>	

High (B1)	A1B1	A2B1	$\sum A1$
Low (B2)	A1B2	A2B2	$\sum A2$
$\sum$ Columns	$\sum B1$	$\sum B2$	$\sum$ Total

Note:

A : Teaching Method

A1 : Word Wall

A2 : Conventional Teaching Method

B : Vocabulary Mastery

B1 : High

B2 : Low

Y : Students' Writing Skill

A1B1: The group of students with high vocabulary mastery taught using Word Wall.

A1B2: The group of students with low vocabulary mastery taught using Word Wall.

A2B1: The group of students with high vocabulary mastery taught using a conventional teaching method.

A2B2: The group of students with low vocabulary mastery taught using a conventional teaching method.

Levene's homogeneity test is used once the first exam is completed (pre-test). The test's homogeneity is used to assess the population's interpretation of the normal distribution. The Levene's test is used to determine the test's homogeneity. A significance level of 0.05 is regarded appropriate for research data from a homogenous population. If  $F_{observed} > F_{table}$ , it is possible to establish whether or not the data is homogenous. The purpose of this research was to determine whether or not employing word wall approaches may assist students in acquiring English vocabulary and developing their ability to write procedural literature. The treatment was administered eight times to the control and experimental classes, with the same time allotment for each meeting, namely 3 x 50 minutes or 150 minutes, and started each Monday at 09.50-12.20.20 for the control and experimental classes, respectively. A control class is

held every Tuesday from 09.50 to 12.20. The Learning Implementation Plan establishes guidelines for educational resources (RPP).

As research instruments, vocabulary and writing assessments were employed. At the beginning and end of each meeting, vocabulary and writing exams were administered. The vocabulary exam requires students to complete 40 questions. The writing exam is used to evaluate students' capacity to write procedural documents in English before to and after therapy.

The data is acquired by the administration of two different kinds of examinations to the pupils. As part of the pretest, the researcher requires students to complete vocabulary and writing assessments. The researcher instructs participants on how to utilize the word wall and write procedure text during sessions. Vocabulary and writing exams from the pre-test are retaken in the post-test. Analysis of variance is used to assess whether two independent variables have statistically significant differences in average scores" (ANOVA).

## **FINDINGS AND DISCUSSIONS**

### **Findings**

The researcher employs a pretest-posttest design to ascertain the impacts of word wall method and vocabulary knowledge on students' writing skills. Following data collection, the researcher uses SPSS to compare the posttest of the word wall approach.

**Table 2. Description of Statistic According to Design of the Research**

<b>Vocabulary mastery (B)</b>	<b>Teaching (A)</b>		<b>Total</b>
	<b>Word Wall (A<sub>1</sub>)</b>	<b>Conventional teaching method (A<sub>2</sub>)</b>	
High	n = 15 $\bar{X} = 79.67$ s =9.722	n = 15 $\bar{X} = 73.67$ s =7.898	n = 30 $\bar{X} = 76.67$ s =8.81
Low	n = 15 $\bar{X} = 70.80$ s =8.470	n = 15 $\bar{X} = 66.67$ s =9.759	n = 30 $\bar{X} = 68.73$ s =9.114
Total	n = 30 $\bar{X} = 75.23$ s =9.096	n = 30 $\bar{X} = 70.17$ s =8.828	n = 60 $\bar{X} = 72.7$ s =8.962

**Table 3. Data Homogeneity Test**

Levene's Test of Equality of Error Variances <sup>a</sup>			
Dependent Variable: Student's Writing Skill			
F	df1	df2	Sig.
.519	3	56	.671
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
a. Design: Intercept + A + B + A * B			

**Table 4. Data Normality Test**

One-Sample Kolmogorov-Smirnov Test		
		Student's Writing Skill
N		60
Normal Parameters <sup>a,b</sup>	Mean	72.70
	Std. Deviation	9.980
Most Extreme Differences	Absolute	.173
	Positive	.173
	Negative	-.124
Kolmogorov-Smirnov Z		1.342
Asymp. Sig. (2-tailed)		.054
a. Test distribution is Normal.		
b. Calculated from data.		

**Table 5. The test of ANOVA 2 ways**

Tests of Between-Subjects Effects					
Dependent Variable: Student's Speaking Skill					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1342.200 <sup>a</sup>	3	447.400	5.525	.002
Intercept	317117.400	1	317117.400	3916.411	.000
A	385.067	1	385.067	4.756	.033
B	944.067	1	944.067	11.659	.001
A * B	13.067	1	13.067	.161	.689
Error	4534.400	56	80.971		
Total	32294.000	60			
Corrected Total	5876.600	59			
a. R Squared = .228 (Adjusted R Squared = .187)					

According to table 2, the average score for students' writing abilities when they used the word wall approach and had a strong command of their vocabulary was 79.67, with a standard deviation of 9.722, for a total of 15 students. The average score for pupils' writing abilities when they used the word wall and had limited vocabulary knowledge was 70.8, with an 8.470 standard deviation. The average score for students' writing abilities while employing a typical teaching style with a high level of



vocabulary mastery was 73.67, with a standard deviation of 7.898. The average score for pupils' writing abilities when conventional teaching techniques were used and they had a limited vocabulary was 66.67, with a standard deviation of 9.759. Vocabulary and grammar instruction have proved to be challenging. Students' most frequent barriers to learning English were a lack of previous knowledge, incorrect word use, and an inability to compose grammatically accurate phrases. Teachers were required to spend considerable time repeating the same explanations to ensure that pupils grasped the topic (Syafrizal et al., 2021).

Table 4 has the value of the Smirnov-Kolmogorov test statistic  $Z = 1.342$  and the value  $\text{Sig.} > 0.05$ . This implies that the previous table's data follows a normal distribution. Apart from the normality test, one of the prerequisites for conducting an ANOVA analysis is variant homogeneity. In order to determine whether the populace's variance is homogeneous, the test's creators set out to see if. The Levene's Test is used to gather data on its homogeneity testing teaching approach at a 5% significance level. highlighted the importance of vocabulary knowledge in developing communicative skills and language acquisition (Kremmel & Schmitt, 2016).

Table 3 had the values  $F_0 = 0.519$  and  $\text{Sig.} = 0.671 > 0.05$ . This shows that the data were gathered from a representative sample. As a consequence, the zero and non-zero hypotheses were accepted. This demonstrates that samples were taken from populations with comparable variance (homogeneous). This was also true for its homogeneity and normality tests, indicating that the conditions for processing research data utilizing ANOVA methodologies had already been satisfied. Following normality and homogeneity tests that established that the study sample originates from a population with a normal distribution and homogeneous variance, ANOVA hypothesis testing may be done. Table 5 is a guide. On the basis of ANOVA results  $F_0 = 4.756$  and  $\text{Sig.} = 0.033 < 0.05$ , the zero hypotheses ( $H_0$ ) was shown to be false, whereas the null hypotheses ( $H_1$ ) was found to be true. This indicates that the usage of a word wall and vocabulary mastery has a substantial effect on students' writing abilities, or, in other words, that there is a difference in students' writing abilities when utilizing a word wall and vocabulary mastery against a more conventional teaching style. One disadvantage of English studies is a dearth of vocabulary, with the exception of those who are learning the language for the first time (Virgana & Lapasau, 2019). The success of

English language acquisition as a foreign language or as a second language is highly reliant on the amount of vocabulary mastery of the learners (Umar, 2019).

The second hypothesis was that, based on the ANOVA findings obtained with  $F_0 = 11.659$  and  $\text{Sig.} = 0.001 < 0.05$ , the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. This indicates that kids' writing skills are significantly impacted by their language competence. In other words, there is a difference in writing abilities between those who have a strong command of the English language and those who do not. Long-term memory may retain vocabulary acquired via exposure and formal training (Subasno et al., 2020).

The third hypothesis was as follows: Table 5 provides a guide. We received ANOVA findings with  $F_0 = 0.161$  and  $\text{Sig.} = 0.689 > 0.05$ , suggesting that  $H_0 = 0$  was accepted and the alternative hypothesis ( $H_1$ ) was rejected. This suggests that students' writing talents are unaffected by word wall method and vocabulary acquisition. Meanwhile, the Adjusted R Squared value of 0.187 suggests that students' writing abilities, word wall method, and vocabulary mastery together have an 18.7 percent effect on students' writing abilities when compared to a growth in students' writing abilities. A critical learning objective is to raise pupils' awareness of new terms encountered in texts (Grabe, 2011). Finally, it can be inferred from the above discussion that word wall method and vocabulary mastery have varying impacts on students' writing skills. This technique may aid students in developing their vocabulary and writing abilities.

## **Discussions**

Based on the research results, the word wall approach can be a factor that helps build and strengthen vocabulary resulting in an increase in vocabulary mastery on students' writing skills. The before and after records do demonstrate growth. The students' vocabulary competence rose because the mean climbed from 73.67 to 79.67 and the standard deviation was reasonably consistent, 7.89 and 9.722, respectively, showing that an increase with all students did occur. Furthermore, students' excitement was evident during the treatment. The experimental students' posttest results improved as a result of their enthusiasm for the word wall technique. In the experimental class, students' vocabulary is increased through the use of the word wall approach, as indicated by the results of the research data analysis above.

When students' vocabulary mastery develops, their ability to compose English texts increases dramatically. Thus, the usage of the word wall approach is a more effective method of improving students' vocabulary than conventional vocabulary teaching methods. This study's findings imply that using the word wall technique can assist students enhance their command of the English writing vocabulary. All students are able to write more fluently and master vocabulary, according to their notes. The use of a word wall may aid participants in honing their writing skills. Through this research, the researcher recommends English teachers to use word wall techniques in learning students' vocabulary so that students' writing skills in English texts increase. The results of this study suggest that English teachers employ word wall approaches to help students learn vocabulary and improve their ability to write in English. Compared to previous studies by Marhamah & Mulyadi (2020) and Trisnawati et al. (2013), which focused on vocabulary mastery through the use of word walls, the findings of this study place a greater emphasis on the capacity to compose English texts. EFL students face numerous difficulties while attempting to write a piece in a foreign language (Anggreni & Bochari, 2021).

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Using a word wall strategy and mastering vocabulary may help kids improve their writing skills, according to study. Students who employ the word wall approach learn vocabulary more quickly than those who use the conventional way. In comparison to students who are taught in the usual method, pupils who use the word wall approach learn vocabulary faster. A strong vocabulary mastery considerably affects students' writing skills, regardless of whether they are taught utilizing the word wall approach or the standard way of teaching English. Students' writing skill is strongly influenced by their command of vocabulary and the use of word walls. Students' writing skills have improved significantly as a consequence of employing the word wall approach, which has been shown to enhance vocabulary knowledge.

### **Suggestions**

There are a few suggestions in relation to the preceding conclusions. Teachers of English in high schools should be able to develop and use an effective approach or

strategy for increasing their students' vocabulary and making the learning experience more enjoyable and memorable, according to the study's findings. The word wall method is an effective way to teach vocabulary. All students should be taught how to use the technique. Its goal is to keep students from becoming bored and to pique their interest in learning more about English, particularly vocabularies. The second suggestion is to conduct additional research. This study is carried out at the senior high school level. As a result, more research can be done to determine the impact of the word wall technique and mastery vocabulary on students' writing skills at various levels of education. In this research, students' vocabulary performance is measured using multiple-choice questions. A alternative sort of vocabulary exam, such an essay, might be used to do more study utilizing these approaches.

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