

**ENRICHING EFL LEARNERS' VOCABULARY
THROUGH WORD WALL FOR SEVENTH GRADE
AT SMPN 3 ABAB**



A THESIS

Writing by : Yesin Erlin

2020.71.0040

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING EDUCATION
INDO GLOBAL MANDIRI UNIVERSITY**

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APPROVAL PAGE

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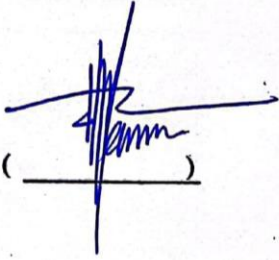
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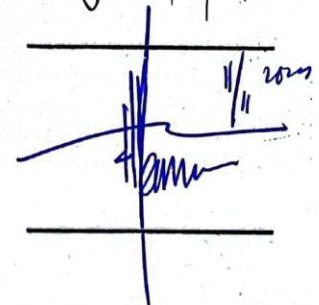
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STATEMENT PAGE

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State that:

1. All of the data, information, interpretations, and conclusions presented in this thesis except for those indicated by the sources, are the results of my observations, process, and thoughts with the guidance of my advisors.
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This statement is made truthfully and if one day, there is evidence of forgery in the above statement, the writer is willing to accept the academic sanction of the cancellation of my Sarjana degree that the writer has received through this thesis.

Palembang, August 15th 2024

The writer



Yesin Erlin

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DEDICATION

With deep gratitude and love, I dedicate this thesis to:

- My beloved parents, my father Rizal and my mother Yusia, who have never tired of being the source of strength and inspiration in my life. Thank you for your endless love, prayers, and sacrifices. Every step I take is guided by your unwavering support and care. You are the true heroes in my life.
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Palembang, August 08th 2024
The Writer

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ABSTRACT

Students around the world often face challenges in expanding their vocabulary in a second or foreign language. Common obstacles include understanding complex vocabulary, difficulty in pronunciation, and difficulty remembering new words. Cultural factors, learning environment, and teaching methods can also affect students' vocabulary acquisition. Vocabulary is one of the aspects present in most language skills such as listening, speaking, reading, and writing when learning English as a second language. In this study, the researcher employed this design to evaluate the effectiveness of the "word wall" strategy in enhancing students' vocabulary achievement. An experimental and a control group were formed, both of which underwent pre-tests and post-tests. This study used a quasi-experimental design, categorized as such due to the comparison between the group using the "word wall" strategy and the conventional group. The primary objective of this study was to evaluate the effectiveness of the "word wall" strategy in improving students' vocabulary mastery. There were 27 students in the experimental group. Based on the data analysis, the researcher concluded that the use of "word wall" had a significant enrichment on students' vocabulary mastery. This finding was supported by the results of the t-test, which showed that the average post-test score of students in the experimental class (78.79) was higher than the pre-test score (59.53), with a difference of 19.26. The t-test results showed significance with $p < 0.05$, specifically $p < 0.001$, indicating that the alternative hypothesis (H_a) was accepted. Additionally, the implementation of "word wall" also had a positive impact on students' attitudes toward the teaching and learning activities. When the teacher used "word wall" during instruction, students appeared more interested and motivated to learn.

Keyword: Word Wall, Vocabulary Mastery, SMPN 3 Abab

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