

# THE USE OF WORDWALL MEDIA IN TEACHING ENGLISH VOCABULARY FOR YOUNG LEARNERS: A SYSTEMATIC REVIEW

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## **Abstract**

*Technology is having a significant impact on education in several ways in this era of advanced information technology and communication. Technology advancement has a wide influence on education, especially in terms of teaching media and English language learning. Media in learning is crucial for teacher interaction and student interaction. This study aims to analyze the effectiveness of wordwall media on young learner vocabulary acquisition. This study was conducted using a systematic or comprehensive review of the research that has been done on the use of wordwalls in teaching English vocabulary for young learners found on Google Scholar. The researchers employed qualitative methodologies in their study, utilizing The Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) as the search approach. The results showed that wordwall media have improved education by making learning more effective, fun, and interactive, and enhancing student motivation. Wordwall can also improve vocabulary proficiency, making it a recommended tool for teachers teaching vocabulary.*

**Keywords:** Vocabulary, Wordwall Media, Young Learners

## **Abstrak**

Teknologi memiliki dampak yang signifikan terhadap pendidikan dalam beberapa hal di era teknologi informasi dan komunikasi yang canggih ini. Kemajuan teknologi memberikan pengaruh yang luas dalam dunia pendidikan, terutama dalam hal media pembelajaran dan pembelajaran bahasa Inggris. Media dalam pembelajaran sangat penting untuk interaksi guru dan siswa. Penelitian ini bertujuan untuk menganalisis efektivitas media wordwall terhadap pemerolehan kosakata pembelajar muda. Penelitian ini dilakukan dengan menggunakan tinjauan sistematis atau komprehensif terhadap penelitian yang telah dilakukan mengenai penggunaan wordwall dalam pengajaran kosakata bahasa Inggris untuk pelajar muda yang ditemukan di Google Scholar. Para peneliti menggunakan metodologi kualitatif dalam

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penelitian mereka, dengan menggunakan The Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) sebagai pendekatan pencarian. Hasil penelitian menunjukkan bahwa media wordwall, telah meningkatkan pendidikan dengan membuat pembelajaran menjadi lebih efektif, menyenangkan, interaktif, dan meningkatkan motivasi siswa. Wordwall juga dapat meningkatkan kemampuan kosakata, sehingga menjadi alat yang direkomendasikan untuk guru yang mengajarkan kosakata.

**Kata Kunci:** Kosakata, Media Wordwall, Pelajar Muda

## INTRODUCTION

The rapid advancement of digital technology has delivered the future to our door. Distance no longer serves as a barrier to communication. The internet has made long-distance communication between regions, countries, and continents possible. In this era of globalization, proficiency in global languages, particularly English, is becoming increasingly essential (Paksi et al., 2023). Language acquisition involves the mastery of four fundamental skills: speaking, reading, writing, and listening. One crucial factor that reinforces these four skills is vocabulary. In line with Hartatiningsih (2022), Vocabulary is an important aspect of language because it is present in all language abilities which include listening, speaking, reading, and writing. Without a strong vocabulary, it will be challenging to achieve mastery of these four skills (Rumaisyah et al., 2023). Furthermore, vocabulary is essential when learning a language, especially when studying a foreign language (Cameron, 2001). Thornburry (2002) categorizes words into two distinct types. Receptive vocabulary pertains to the words that learners comprehend when they engage in listening and reading activities, or when they hear words from others. Receptive vocabulary may be referred to as passive vocabulary. Expressive vocabulary pertains to the words that learners employ when communicating orally or in writing, and it is commonly referred to as active vocabulary. In order to enhance their proficiency in vocabulary, learners should make a concerted effort to practice both their oral and written communication skills.

In this era of information technology and communication that has developed, Technology is profoundly influencing education in all possible aspects (Raja & Nagasubramani, 2018). Classrooms that are equipped with technology are both enjoyable and more efficient. Furthermore, According to Almekhlafi (2020) classrooms that are equipped with technology have been found to enhance students' enthusiasm to learn. Technological improvements have a widespread influence on education, particularly in terms of teaching and learning English. There are various methods and media that can be used in classroom learning to improve students' vocabulary mastery, one of which is wordwall media. Wordwall is an online tool that can be utilized to generate learning media and assessment tools that are engaging and enjoyable for students during the learning process. These tools include quizzes, word searches, random words, matching pairings, and grouping (Herliana Sari et al., 2023). Wordwall media is utilized for English language learning to enhance students' comprehension of

English vocabulary, reducing their need for dictionaries or teacher-provided word definitions (Marhamah & Mulyadi, 2020). Technology-equipped classrooms enhance students' enthusiasm and efficiency, especially in English language learning. Wordwall media, an online tool, can be used to improve vocabulary mastery. It includes quizzes, word searches, random words, matching pairings, and grouping. This approach reduces the need for dictionaries or teacher-provided word definitions, making English language learning more enjoyable and effective.

The term "young learner" encompasses a wide range of ages, often ranging from approximately 3 years old to 15 years old. Certain writers and researchers attempt to categorize learners based solely on their age, such as 3- to 5-year-olds, 6- to 8-year-olds, and so on (Nunan & Press, 2010). According to McKay (2006), young language learners are children who acquire a language either before or during their six years of formal education. Young learners, within the framework of educational systems, encompass children who are enrolled in preschool, kindergarten, primary school, and middle school. Furthermore, According to Cameron (2001), young learners possess distinct traits, including heightened enthusiasm and liveliness compared to adult learners. They are motivated to please their teachers and eagerly engage in activities, even if they are unsure of what to do or how to accomplish it. In addition, she asserts that young learners exhibit less self-consciousness when speaking in a foreign language. It facilitates the acquisition of language at a faster rate compared to adult learners. Nevertheless, Cameron asserts that young learners tend to become easily bored and disinterested. The teacher will have challenges in motivating the students to engage in learning and complete tasks that they perceive as too challenging. Young learners are currently registered in preschool, kindergarten, primary school, and middle school. Young learners have characteristics such as enthusiasm, vitality, and reduced self-awareness, which enable them to acquire language more rapidly. Nevertheless, they are prone to becoming quickly bored and indifferent, which poses a challenge for educators in terms of motivating students to actively participate in the learning process and successfully do demanding assignments.

Despite the fact that many studies have been conducted on the use of Wordwall, which has shown that they have numerous benefits, there is still a need for a systematic review to determine the usefulness involved in utilizing it in vocabulary learning. therefore the purpose of this article is to conduct a systematic or comprehensive review of the research that has been done on the use of wordwall in teaching English vocabulary to young learners to analyze the effectiveness of wordwall media on young learner vocabulary acquisition. there are two main questions in this study namely: how is the effectiveness of using wordwall media in vocabulary learning for young learners? With this systematic approach, it is hoped that this article will provide a comprehensive overview of the benefits and effectiveness of using Wordwall in vocabulary learning. this review will find and analyze existing research results, provide insights into the best methods, and address issues that teachers may face when

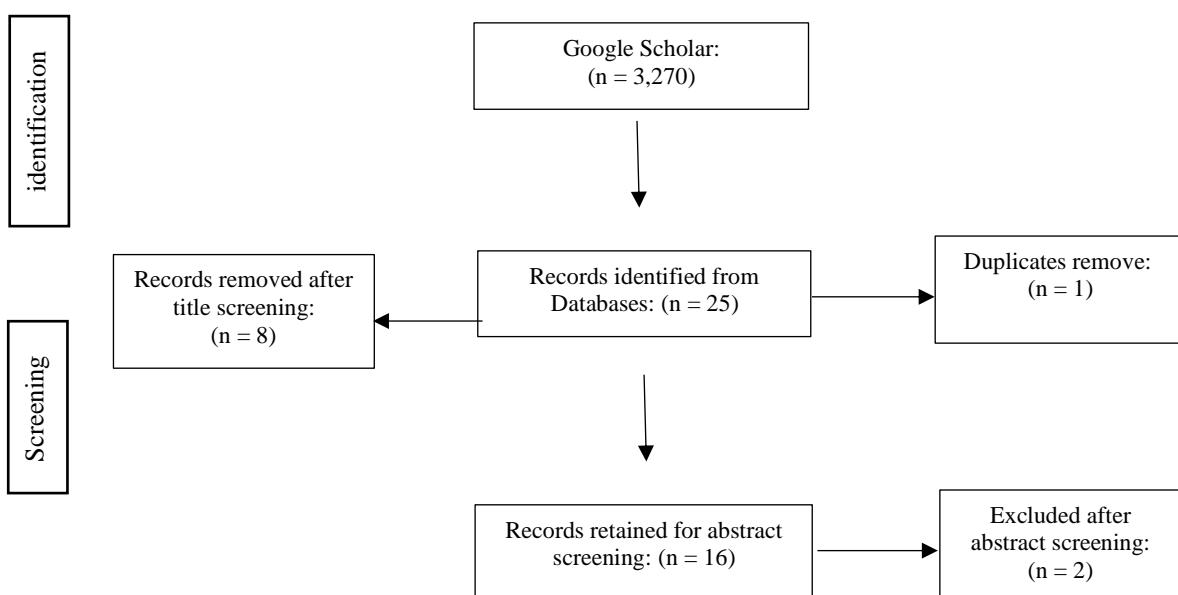
integrating Wordwall media into their learning strategies. thus, this research not only adds to the academic literature but also has practical benefits to improve the quality of English language teaching for young learners.

## METHOD

The qualitative method was used by the researchers with The Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) adopted as the search strategy used in this study. The search keywords included by the researchers are, "word wall", "vocabulary", and "English learning". The articles compiled in this study were collected from one journal database, *namely*: Google Scholar

The review of the research examined the most recent empirical studies using the following inclusion criteria: First, articles listed on Google Scholar. Second, publications were written in the last four years, *namely* 2020-2024. Third, articles involving young learners, namely elementary school to junior high school students who learn English. Fourth, articles written in English. Fifth, the original research publication is provided in full text. Sixth, this research involves an investigation into the use of word wall media in learning English vocabulary. Meanwhile, the exclusion criteria are as follows: First, studies involving junior high school students or even university students. Third, research that does not discuss the use of wordwall media in learning English vocabulary. The fourth is journals that came out before 2020.

Based on the results of google scholar searches using the keywords that have been mentioned, there are around 3,270 related journals on the google scholar platform. After omitting unqualified titles, abstracts, and duplicates, the authors narrowed the study collection to 25 articles that were acceptable for further investigation which ultimately resulted in 13 full-text papers selected for synthesis based on the qualification criteria.



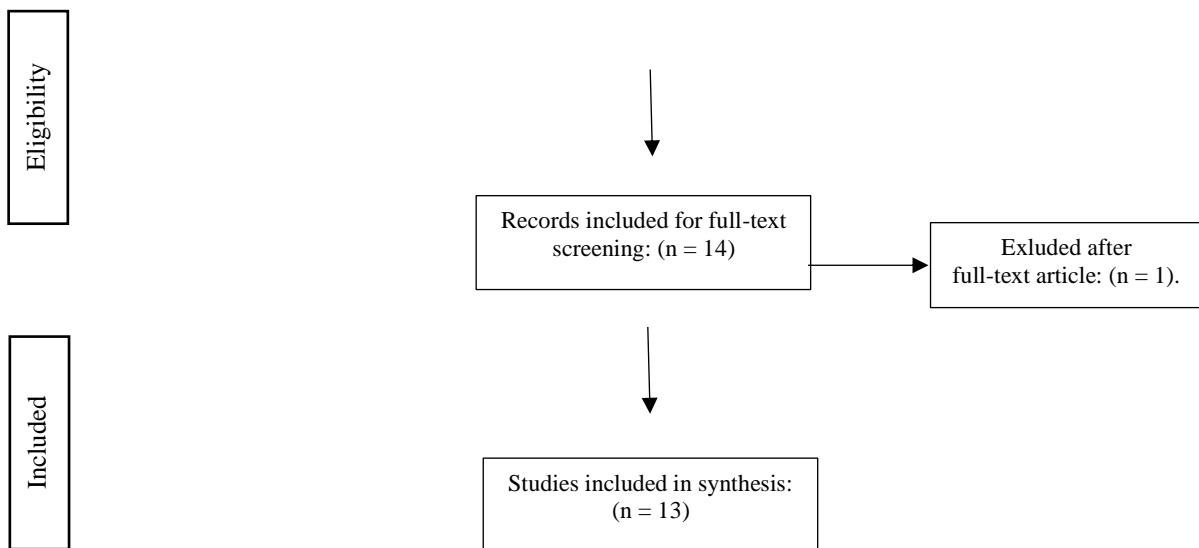


Figure 1. PRISMA Flow Diagram Process

## RESULT AND DISCUSSION

There are thirteen articles that we got after conducting several selections concerning the criteria mentioned earlier. This study examines how word wall media can be used in learning, especially English vocabulary learning. Wordwall media can be inhabited by all groups, but researchers narrow it down to only the scope of young learner students, namely elementary school students and junior high school students. Indonesia is the dominant country that we research, besides that, there is one journal from Turkey that also uses this media in its learning.

**Table 1. Summary and characteristics of the selected final study**

It	Authors (Country)	Mean Characteristic	Variable/ Study Design/ Measure	Findings
1.	Putriyanti Susilaningrum , S.Pd, Setyo Asri, S.Pd (2023) (Indonesia)	66 students from class VIII F and I of SMP 02 Semarang	English vocabulary, word wall games/ quantitative research/ and post-test	Wordwall media is intended to assist pupils grasp their vocabulary without the need to constantly consult a dictionary. This study suggests that English teachers should utilize Wordwall learning medium since it can boost vocabulary knowledge in English learning.

2.	Siti Fatimah (2020) (Indonesia)	40 students' of class 7D at SMPN 44 Surabaya	Students' vocabulary mastery, Word wall/ Classroom action research (CAR)/ pre-test and post-test	Wordwall can increase the mastery of English vocabulary significantly, and it is recommended for English teachers to apply this for teaching vocabulary In the class.
3.	Friza Brillianty Shabrina, Wahyu Taufiq, (2023) (Indonesia)	70 State Junior High School 1 Wonoayu.	English vocabulary, wordwall.net/ quantitative research/true experimental design, pre-test-post test	This paper demonstrates how Wordwall influences the increase in pupils' vocabulary. As a result, it is possible that the use of Wordwall.net increases students' skills and knowledge.
4.	Purwitasari (2022) (Indonesia)	Used cluster random sampling with 49 students from class VII D and E of MTsN 4 Magetan	Word wall application, students' vocabulary mastery/quantitative approach, and used the quasi-experimental design/ pre-test and post-test	This study indicated that the word wall application can help with vocabulary mastery. Using Wordwall application as a learning media is also effective, and can develop the student's interest and active learning of English.
5.	N. Dwiningrum, E. Bunau, E.F. Rahmani (2024) (Indonesia)	Used cluster random sampling with 40 students from class 8C at SMP Muhammadiyah 1 Pontianak	Word wall, enrich vocabulary/ a pre-experimental design/ pre-test, treatment, and post-test	Wordwall helps students learn vocabulary and increase their interest in learning English, and it allows them to use computers instead of books. This is certainly by developments in this digital era.
6.	Yennie Widyaningsih, Neni Nadiroti, Nizar Hamdani, Syifa N, Nindy F	20 students from class 4 at SDN 1 Kota Kulon, Garut	Wordwall application, interactive media, English vocabulary/experimental research method using a quantitative	Based on the findings of this study, word wall media is an intriguing, interactive learning media that can boost student motivation in learning.

			approach/pre-test, post-test	
7.	Syamsidar, Ronald Maraden P.S, Ana Rusmardiana, Fida Febriningsih, Mujahid Taha, Erniwati (2023) (Indonesia)	34 students from grade 8 of junior high school	Wordwall, vocabulary, English learning/ Quantitative research/use techniques to determine effectiveness and percentages.	Word wall media is excellent for usage in the learning process since it can boost student motivation and help pupils understand the lesson material.
8.	Irma Amalia, Hartia Novianti, M.Pd (2023) (Indonesia)	22 fourth-grade of MI Bahrul Ulum Kebondalem	Vocabulary mastery, word wall media/ Classroom Action Research/ Test	Word Wall Media can help students improve their vocabulary mastery in both spelling and meaning.
9.	Putu Cening Pradini, Ni Luuh Putu Era Adnyayanti (2022) (Indonesia)	5th grade student at SDN 1 Mambang	English Vocabulary, Wordwall application, Young learner/ Quantitative study/ Pre-test, and Post-test	Wordwalls are effective learning media for creating fun activities. A word wall can help pupils boost their vocabulary and drive to learn English.
10.	Esra Çila (2021) (Turkey)	There are two classes of 27 pupils (A and B) from Fifth-grade kids in an English preparatory class.	Wordwall.net, Vocabulary/ Experimental research use quantitative approach/ Pre-test and Post-test	The utilization of Wordwall.net proved to be highly efficacious in increasing the students' vocabulary proficiency.
11.	Umar, Rosnani Abdul Rahman, Pujalinda Mandarsari, Mawarwati, Syaifuddin Amir.	VIII A and VIII B students at SMPN 2 Majene. Each class consists of 27 students.	Wordwall website, vocabulary mastery/ Quantitative method with quasi-experimental design/ Pre-test and Post-test	The utilization of wordwall website has a substantial impact on enhancing students' proficiency in vocabulary. As a result, the utilization of a word wall website as a pedagogical approach seems to be a highly successful medium for

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			instructing vocabulary to students at the beginning level.
12.	Titin Wandari, 32 Seventh- Frida Unsiah, grade Rafidah Sahar.	students at a public junior high school in East Java, Indonesia.	Wordwall.net, vocabulary mastery, ICT-Based learning/ Quantitative approach with Experimental research method/ Pre-test and Post-test.
13.	Pita Vidiasari, Kadaruddin, HendriYawan,	Students of class VII A and VII B of SMPN 1 Ladongi. Class VII A consists of 28 students and VII B consists of 30 students.	Wordwall application, Vocabulary mastery/ Quasi-experimental research/ Pre-test, treatment, and post-test.

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### **Effectiveness In The Use Of Wordwall Media**

The use of media in vocabulary instruction provides an opportunity for interaction between teachers and students. The usage of instructional media will assist teachers in the learning process and the efficacy of delivery, as well as making students more engaged and increase student understanding. Learning media can take different forms, including visual, audio, and even audio-visual media (Altayani, 2021).

Wordwall is one of the media that is being loved by many teachers to make learning easier. Wordwall is indeed not a new face in the world of Education. Previously, wordwall was used using tools such as cards, etc., but over time this media has evolved by using technology in the form of quizzes available on various platforms, either in the form of websites or even applications that make it easier to learn, especially in learning English.

Word wall, an online platform application, is a wall for displaying high-frequency terms, such as vision words or words commonly spoken in class. Word Walls can be used to create interactive and printable games. Most templates are accessible in both interactive and print formats. Interactive can be played on any web-enabled

device, including a computer, tablet, smartphone, or interactive whiteboard. This game can be played individually by students or by the teacher, with students taking turns in front of the class. Printables can be printed directly or downloaded as a PDF file that can be used as a supplement to an interactive activity or as a stand-alone activity (Wordwall Make better lessons faster, n.d.). Word walls are useful for young readers because they allow them to post high-frequency words that have been taught. As a result, children can utilize the words as a guide when reading and writing, increasing their independence while teaching them how to use reference materials. Furthermore, word walls assist pupils in recognizing the similarities and distinctions between words.(Pradini & Adnyayanti, 2022).

Vocabulary is an important part of language since it encompasses all language skills, such as listening, speaking, reading, and writing (Hartatiningsih, 2022). Some challenges with kids' vocabulary knowledge range from spelling and pronunciation errors to selecting the proper terms in writing and speaking. As a result, this article will feature interviews with scholars from various institutions about the use of word wall media in mathematics education. Several articles indicate that using word wall media in learning English can improve students' capacity to master the English vocabulary (Çil, 2021; Fatimah, 2020; Pradini & Adnyayanti, 2022; Purwitasari, 2022; Shabrina & Wahyu Taufiq, 2023; Susilaningrum & Asri, 2023; Syamsidar et al., 2023; Umar et al., 2023; Widyaningsih et al., 2023).

In addition to being able to improve their proficiency in enriching vocabulary in English, wordwalls also make it easier for students to understand vocabulary because by using wordwalls students are no longer dependent on books, or language dictionaries, so that they can hone their skills in technology and learning to be more efficient. This is very much in line with the times, so that children will quickly adapt to sophisticated technology in the future. (Çil, 2021; Dwiningrum et al., 2024; Susilaningrum & Asri, 2023; Syamsidar et al., 2023; Wandari et al., 2024). In addition, students can also use computers or teachers can share screens using projectors in the classroom. This proves that technological developments are also useful in the field of Education so that it enriches teachers with many facilities that make it easier for them to teach in the classroom.

By involving technology in learning, students will experience fun learning. In addition, learning will be more interactive because students will find it easy to learn vocabulary and they will be motivated to be able to learn and enrich English vocabulary quickly and correctly. With fun wordwall learning, students will be more interested and excited during the learning process. In addition, students will also be more focused when learning takes place (Dwiningrum et al., 2024; Pradini & Adnyayanti, 2022; Purwitasari, 2022; Syamsidar et al., 2023; Widyaningsih et al., 2023).

Fun learning will increase student motivation. This is important to note considering that learning motivation in students key to success in learning. In addition, Motivation is a combination of effort and desire that offers reasons for a person's

behaviors, desires, and requirements to reach learning objectives toward a goal. (Neng Aprilia Purmama et al., 2019; Yulfi & Aalayina, 2021). Therefore, increasing student motivation is very important in learning. With students motivated in learning, it will make it easier for teachers during class. Wordwall media has a significant effect in many ways. In addition to being able to improve proficiency in English vocabulary, it can also improve students' proficiency in peeling, understanding meaning, and proficiency in English (Amalia & Hartia Novianti, 2021; Çil, 2021; Umar et al., 2023; Vidiasari & Mastery, n.d.; Wandari et al., 2024).

With the many benefits contained in the use of wordwall media, starting from its effectiveness in learning so that it makes students motivated when learning, can take advantage of technological developments, and improve other skills such as peeling and understanding the meaning more deeply, and the most important thing is that students this media is very interactive and makes students happy in learning, so some journals also recommend Wordwall media to be used in vocabulary learning (Fatimah, 2020; Susilaningrum & Asri, 2023).

## CONCLUSION

The use of media in learning is very important to make it easier for teachers to interact with students during class. Media has many variations ranging from visual media, audio, or even audio-visual, all of which can be selected based on learning needs. The development of technology in the Sekaran era has many benefits in the field of Education, one of which is the development of wordwall media which was initially only used in traditional versions, now developing, can use the web or even applications in smartphones or laptops. The purpose of this article is to find out what are the benefits of using Wordwall media in learning English vocabulary from 13 journals that have been studied in this journal. Here are some of the motivations we found in using Wordwall media for learning English vocabulary:

1. Learning will be more effective
2. Learning will be more fun and interactive
3. Can increase students' motivation and interest in learning
4. It can also increase students' understanding of spelling, meaning, and proficiency in learning Language.

With the benefits that have been mentioned, wordwall media can also be recommended to teachers who teach vocabulary to make it easier and improve students' proficiency in the vocabulary aspect.

It is hoped that further research can be related to what are the challenges that exist in the use of wordwall media in vocabulary learning and can also research more widely related to the use of wordwalls in other subjects so that the researcher becomes more varied.

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