Does Using Word Wall Website Improve Students' Vocabulary Retrieving?

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Abstract

This research examines the significant influence of the Word Wall website on improving students' vocabulary mastery. A quantitative method with a quasi-experimental design was applied, involving second-grade students at SMPN 2 Majene as the sample, selected through random sampling. The study divided participants into an experimental group using the Word Wall website and a control group using traditional vocabulary learning methods. Pre-test and post-test comparisons showed significant improvement in vocabulary scores for the experimental group. Data analysis using SPSS revealed a Sig. (2-tailed) value of 0.000 in the Mann-Whitney Test, indicating a significant difference between the groups. These findings confirm that the Word Wall website positively impacts vocabulary mastery. The platform's interactive features, such as quizzes and word puzzles, foster active engagement and enhance vocabulary retrieval in meaningful contexts. This research highlights the potential of integrating digital tools into language teaching, particularly for younger learners. The study underscores the importance of innovative and engaging instructional methods to address common challenges in vocabulary acquisition. By using the Word Wall website, educators can provide a more dynamic and practical learning experience, benefiting students' overall language proficiency.

Keywords: *vocabulary retrieving, word wall website.*

Introduction

Nowadays, in senior secondary school education, many young EFL learners make great effort to acquire vocabulary which is referred to as the building blocks of language learning by Webb and Nation (2017). Vocabulary is the kernel for all language skills; it helps learners to interact with the speakers of that language (Mansoor et. al., 2021). In addition, vocabulary is a basic aspect that must be

mastered before mastering English language skills, vocabulary is used to talk about ideas in communicating so that the students can know the information well. Vocabulary is the most important language aspect, it based on (Saputri, 2017). It is the primary step for the students if they need to attain their objective in learning English aptitude. Furthermore, vocabulary is basic to English dialect because without having a sufficient vocabulary, the learners will have difficulty in understanding others' means or expressing their ideas (Putri & Wahyuni, 2019) In fact, most students in Indonesia have many difficulties learning English, especially for mastering vocabulary. Vocabulary is needed by someone to understand reading, write a text or speak it well.

In junior school education, many young EFL learners strive to acquire vocabulary, often referred to as the building blocks of language learning (Webb & Nation, 2017). Vocabulary is foundational for all language skills as it enables learners to interact effectively with speakers of the language (Mansoor et al., 2021). It is a critical aspect that must be mastered to develop proficiency in English language skills. Vocabulary helps students communicate ideas and comprehend information accurately, making it an essential component of language learning. According to Saputri (2017), vocabulary is the most important aspect of language and serves as the primary step for students in achieving their learning objectives.

Furthermore, without sufficient vocabulary, learners encounter significant difficulties in understanding others or expressing their ideas (Putri & Wahyuni, 2019). Despite its importance, many students in Indonesia face challenges in mastering vocabulary. Vocabulary is essential for reading comprehension, writing, and effective speaking. Sipayung (2018) highlights this by stating, "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." This emphasizes the need for students to master vocabulary as a fundamental element of language learning. However, teaching vocabulary is not an easy task. Teachers must carefully select effective media to facilitate vocabulary instruction, as media significantly supports the teaching-learning process (Sudiran & Prasetiyowati, 2014).

Several factors further complicate mastering vocabulary. Adipramono (2013) identifies pronunciation, spelling, length, complexity, grammar, meaning, range, connotation, and idiomaticity as some of the challenges in vocabulary acquisition. These complexities highlight the need for innovative approaches to vocabulary instruction. Good vocabulary mastery supports all language skills, both receptive (listening and reading) and productive (speaking and writing). Nugroho et al. (2012) also identify various aspects of vocabulary mastery, including pronunciation, spelling, grammar, collocation, meaning, and word formation.

To address these challenges, various media and strategies have been explored for teaching vocabulary. One practical approach is the use of word wall tactics. Word wall media, especially digital platforms like the Word Wall website, offer

engaging and interactive methods for vocabulary pedagogy. Cleaver (2018) describes a word wall as a systematically organized vocabulary development tool displayed in a classroom. It showcases high-frequency words that are essential for students' language development. Unlike traditional static displays, digital word walls can involve students actively through quizzes, matchmaking, anagrams, and other interactive exercises, enhancing engagement and learning outcomes.

However, there is a lack of research delving into the efficacy of using digital word wall tools compared to traditional methods like flashcards or rote memorization for improving vocabulary retrieval. While traditional methods are widely recognized and studied, the potential advantages of modern, interactive digital tools remain underexplored. Digital tools such as the Word Wall website offer features that enhance engagement and cognitive retrieval processes. Nevertheless, empirical evidence is limited regarding their specific impact on fostering vocabulary retrieval in authentic language use. Understanding this comparison is essential for educators to make informed decisions about effective teaching strategies.

Additionally, most existing research on the Word Wall website focuses on general learner populations without considering specific age groups, such as junior high school students. These students are in a critical phase of cognitive and motivational development, which significantly influences their learning preferences and outcomes. Tailored research is needed to address how digital tools like the Word Wall website can effectively meet the unique needs of this age group, enhancing their vocabulary retrieval abilities and overall language proficiency.

Word wall tools, whether physical or digital, are designed to enhance vocabulary learning. Cranberry (Ritonga, 2019) describes word walls as groups of words displayed on classroom walls or bulletin boards, serving as interactive tools for teaching spelling, reading, and writing strategies. Digital platforms such as the Word Wall website take this concept further by offering interactive learning activities and downloadable materials for offline use (Lewis, 2017). These tools can help students not only understand vocabulary but also practice retrieval and application in various contexts. Through interactive features like match-up, find the match, unjumble, and labeled diagrams, the Word Wall website creates a dynamic and enjoyable learning experience. By using these tools, students can memorize vocabulary without perceiving the process as tedious. As Coxhead (2015) states, "The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances." This emphasizes the centrality of vocabulary in language learning.

Based on these considerations, this research seeks to address the question: **How does the Word Wall website influence students' vocabulary mastery?** By exploring this question, the study aims to contribute to the development of effective strategies for enhancing vocabulary retrieval among EFL learners, particularly those in senior secondary education.

Method

This study was conducted at SMPN 2 Majene, focusing on second-grade students in two classes, VIII-A and VIII-B, with a population of 27 students in each class. The researchers employed a random sampling technique to ensure unbiased selection and provide equal opportunities for all students in the population to be part of the study. By using random sampling, the researchers aimed to avoid potential biases that could arise from pre-selecting participants and to enhance the generalizability of the study's findings. Random sampling was particularly suitable for this research because it allowed the researchers to create representative samples of the overall population, ensuring that the results could be applied to other similar groups. It also ensured that external factors, such as academic performance or prior knowledge of vocabulary, did not influence the division of students into the experimental and control groups. This randomization contributed to the validity and reliability of the research outcomes.

The study divided the randomly selected participants into an experimental group, which utilized the Word Wall website for vocabulary learning, and a control group, which relied on traditional teaching methods. This design ensured that any differences in vocabulary improvement could be attributed to the intervention itself rather than pre-existing disparities between the groups. By adopting this approach, the researchers aimed to provide a fair and scientifically robust assessment of the Word Wall website's impact on vocabulary mastery. The random sampling technique supported the objective of the study by ensuring a balanced and equitable distribution of participants, which strengthened the validity of the conclusions drawn from the research.

The researchers obtained informed consent from all participants before the study began. The informed consent form provided detailed information about the purpose of the research, the nature of the tasks involved, and the potential benefits and risks of participating. It also emphasized that participation was voluntary, and students were free to withdraw from the study at any time without facing any negative consequences.

To ensure ethical standards, the researchers guaranteed that all data collected would be treated with the highest level of confidentiality. The students' identities were anonymized by using numerical codes instead of names on pre-tests, post-tests, and any related documents. All data was stored securely and only accessible to the researchers. Additionally, the results were reported in aggregate

form to prevent any identification of individual students. The researchers also ensured that no personal or sensitive information was collected beyond what was necessary for the study. The study was designed in a way that minimized any potential harm or discomfort to the participants, and all activities were tailored to be age-appropriate and engaging for the students. By adhering to these ethical guidelines, the researchers aimed to protect the integrity of the research process while respecting the rights of the participants.

Research Instrument

The instrument used to collect data in this research was a vocabulary test. To ensure the reliability and validity of the test, the researchers conducted a thorough process of instrument validation before its implementation. The validation process included expert judgment and a pilot study in another school to confirm that the test items were appropriate for assessing vocabulary mastery and aligned with the research objectives. The pre-test was administered at the beginning of the study and consisted of 25 questions. These included 10 multiple-choice questions with four options (a, b, c, and d), five word-pairing questions, tasks to arrange words, and exercises to guess the meaning of words. The variety of question types was designed to comprehensively evaluate the students' vocabulary knowledge, including recognition, retrieval, and contextual application.

To establish content validity, the test items were reviewed by language teaching experts to ensure they reflected the key elements of vocabulary mastery. The experts checked whether the questions aligned with the learning objectives, were appropriately challenging for second-grade students and adequately covered different aspects of vocabulary knowledge, such as spelling, meaning, and usage. After the pre-test, the researchers conducted a treatment phase where the experimental group used the Word Wall website for vocabulary learning. This was followed by a post-test, identical in structure to the pre-test, to measure improvements in vocabulary mastery. The comparison of pre-test and post-test results provided data to evaluate the effectiveness of the Word Wall website.

The test validity was also reinforced by analysing item difficulty and discrimination during the pilot study. Items that were too easy, too difficult, or did not differentiate well between high-performing and low-performing students were revised or replaced. This ensured that the final test was a reliable tool for measuring vocabulary mastery and supported the robustness of the research findings.

Procedures

1. **First Meeting:** Preparation and Pre-Test

   The study began with the pre-test, conducted for both the experimental and control groups. The pre-test comprised 25 questions assessing the students' baseline vocabulary mastery. The results were recorded to establish a starting point for evaluating the impact of the Word Wall website.

2. **Second to Sixth:**   Meetings Treatment Phase

   a. **Second Meeting:**

      The teaching and learning process commenced for the experimental group using the Word Wall website. The researchers introduced the Word Wall platform and explained its features and activities to the students.

   b. **Third to Fifth Meetings:**

      Interactive vocabulary activities were conducted using the Word Wall website.

      Activities included:

   a) Fill in the blank: Students completed sentences using appropriate vocabulary;

   b) Match the word: Students paired words with their meanings or related terms;

   c) Crossword: Students solved puzzles using vocabulary learned during the sessions;

   d) Guess the meaning: Students inferred word meanings from context or descriptions.

   After each activity, feedback and evaluations were provided to help students identify and correct errors.

3. **Sixth Meeting:**

   A final session of interactive learning using the Word Wall website was conducted to reinforce vocabulary skills. A comprehensive review of previous activities was performed.

4. **Last Meeting:**

   Post-Test and Comparison

   In the final meeting, a post-test identical to the pre-test was administered to both groups.

   The post-test results were collected to measure the improvement in vocabulary mastery after the treatment. The differences between pre-test and post-test scores were analysed to evaluate the effectiveness of the Word Wall website in enhancing vocabulary learning.

Data Analysis Technique

In this research, the researchers employed a statistical method to analyze the data to determine the significant effect of using the Word Wall website in the English learning process. The goal was to assess whether the use of digital tools, specifically the Word Wall website, had a measurable impact on improving students' vocabulary mastery. To analyze the data, the researchers used the N-Gain Score, a widely accepted method for evaluating the effectiveness of educational interventions. The N-Gain Score was calculated by comparing the pre-test and post-test results. This method helped determine the extent of improvement in students' vocabulary skills after the treatment. The N-Gain Score indicates the degree of improvement and provides an overall measure of the effectiveness of the treatment.

To analyze the data further, the Mann-Whitney Test was used to compare the differences between the two groups: the experimental group (which used the Word Wall website) and the control group (which did not). The Mann-Whitney test is a non-parametric test, ideal for situations where the data does not meet the assumptions of normal distribution or when the scale of measurement is ordinal or interval/ratio. This test was applied to determine if there were statistically significant differences in vocabulary mastery between the two groups after the treatment. By employing these statistical methods, the researchers ensured that the data analysis was robust and could accurately assess the effectiveness of the Word Wall website in enhancing vocabulary learning.

Result

Normality Test Results

Normality test was the test on data to find out whether the data is regularly distributed or not. In this research, the researchers used the Kolmogorov-Smirnov test of $\alpha = 0,05$. The result of the normality test was presented as follow.

Table 1.1. Normality Test

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Ngain_Persen	Treatment Group	.074	27	.200*	.974	27	.716
	Control Group	.257	27	.000	.844	27	.001

Based on the output above, the Shapiro-Wilk sig value was obtained with N-gain data for treatment class is 0.074 > 0.05, it means that the data is normally distributed. Meanwhile, N-gain data for the control class is 0.001 <0.05, it means that the data is not normally distributed. The results justify that the use of non-parametric tests (e.g., Mann-Whitney) to analyze data, aligning with the objective of ensuring appropriate statistical methods for comparison.

Homogeneity Test Results

The test of homogeneity was done after the normality test. Data is aid to be homogeneous is significance is greater than 0.05. The test of homogeneity of variances was employed to test the homogeneity. The result of homogeneity test is presented in the table below:

Table 1.2. Data of Homogeneity Test

Ngain_Persen

Levene Statistic	df1	df2	Sig.
39.647	1	52	.000

Based on the output it can be seen that the value of sig. of 0.000 <0.05. so it can be concluded that the data has a non-homogeneous variance. This further supports the decision to apply the Mann-Whitney test, as it does not assume homogeneity of variances.

Hypothesis Testing

Mann-Whitney Test Result

Mann Whitney Test is a non-parametric test used to determine the difference in the median of 2 independent groups if the data variable scale determines it is ordinal or interval/ratio but not normally distributed.

Table 1.3. The Result of Mann Whitney Test

Ranks

	Group	N	Mean Rank	Sum of Ranks
Ngain_Persen	Treatment Group	27	38.44	1038.00
	Control Group	27	16.56	447.00
	Total	54		

Table 1.4. Result of Test Statistics

Test Statistics

	Ngain_Persen
Mann-Whitney U	69.000
Wilcoxon W	447.000
Z	-5.116
Asymp. Sig. (2-tailed)	.000

Pre-test and post-test in control group result

Table 1.5 The result of comparison between pre-test and post-test

		Pretest of Control Group	Posttest of Control Group
N	Valid	27	27
	Missing	0	0
Mean		67.85	72.59
Median		72.00	80.00
Mode		56	84
Std. Deviation		17.453	16.065
Minimum		24	24
Maximum		96	96

Pre-test and post-test in experimental group result

Table 1.6 The result of comparison between pre-test and post-test

		Pretest class treatment	Posttest class treatment
N	Valid	27	27
	Missing	0	0
Mean		55.41	85.56
Median		56.00	88.00
Mode		40[a]	88
Std. Deviation		12.876	4.552
Minimum		32	76
Maximum		84	96

The substantial improvement in the experimental group aligns with the study's objective of assessing the effectiveness of the Word Wall website as a vocabulary teaching strategy. The results validate the hypothesis that this digital tool enhances vocabulary mastery more effectively than traditional methods.

Discussion

The result of this research showed that the effectiveness of using word wall website as teaching media had a quite significant effect to improve students'" vocabulary mastery. It could be seen from the students' scores that have modified better than before treatment. According to Rohmawati (2015:17), the effectiveness of learning is a measure of the success of a process of interaction between students and between students and teachers in educational situations to achieve learning objectives. A significant effect could be seen in the result of the test. The pre-test was held at the first meeting of the research. The pre- test of the control group and the experimental group. The total scores of students" vocabulary mastery before being taught using word wall website of VIII-A as the control group was 67.85, while the result of VIII-B as the experimental group was 55.41.

It can be interpreted that the mean score of the control group was higher than the experimental group. The second step is treatment. Treatment was given to the students after the researchers conducted pre-test. There were all 27 students in this meeting. The researchers conducted the treatment for 6 meetings. At last, post-test was held after treatments were given to students. The total score of post-tests in the control group was 72.59 whereas in experimental group was 85.56. the frequency distribution shows that in the experimental of post-test, there was 1 student (3.7%) classified into excellent category, there were 14 students (51,8%)

classified into very good category and there were 12 students (44,4%) classified into good category. Thus, it can be concluded that majority of the students of experimental group belong to very good category.

On the other side, based on the scores of the control group of post-test, there was 1 student (3,7%) classified into an excellent category, there were 17 students (62,9%) classified into a good category, there were 2 students (7,4%) classified into fairly good category, there were 3 students (11,1%) classified into fairly category, there was 1 student (3,7%) classified into poor category, and there was 1 student (3,7%) classified into very poor category. Based on the data analysis, it showed that using word wall website as a strategy in teaching vocabulary seemed to applicable on the second-grade students at SMPN 2 Majene. Word wall website encouraged the students to be more active and can develop their motivation in learning English in vocabulary learning. This word wall game application can be a simple, creative, and enjoyable way to alleviate student boredom during the distance learning period, allowing students to become more interested in and comprehend learning. After the researchers applied word wall website in the class during teaching vocabulary, the researchers found that some of the students seems to be appealing in doing the vocabulary test. It can be proved by the score and the description.

In the first meeting when did the treatment, the students were very enthusiastic in learning vocabulary through word wall media. It was because the teacher never used word wall in teaching vocabulary so the students be curious. During the time of teaching vocabulary, the researchers started to explain the applying of word wall media in teaching vocabulary. The researchers began to guide the students to understand the process of word wall. In this research, the effectiveness of the word wall website as a strategy in the learning process could be determined based on the mean differences between the score of the experimental class and control class. Especially, in the experimental class is the class that got the treatment of word wall website in the learning process, the researchers measured that there was a difference between their prior comprehension and understanding after treatment. In the first treatment, she saw that the students were enthusiastic in play with the word wall website. Students enjoyed the learning process because the word wall website has many kinds of features that interesting to learn.

Word wall website as the teaching media influence the students' motivation in learning process, motivation refers to the beliefs, perceptions, values, interests, and actions of the students. However, by getting motivation students will be spirited in learning, so they will be motivated to study English well. According to Alizadeh (2016) states that teachers should be aware of the significance of motivation in learners" language learning and through some changes they can help learners increase their motivation. And one of the ways to motivate students is by

applying an interesting strategy such as using a website, or technology. Based on Azmi (2017) describes the role of technology in foreign language learning. In addition, proper implementation of information technology in a language class can promote learning, improve interaction and communication, improve independent learning, maximize result targets, motivate students, and help them to improve their performance in the EFL class. In addition, supporting by Abbott (2013) the presence of technology causes significant change in the world of education. He continued, "Technology adds colour to the literacy process." Large spaces without the constraints imposed by technology provide students with new directions in their literacy development.

Currently, the teacher should be creative and innovative in performing the learning process. Creative students in learning depend on teachers who are creative in learning manage learning. According to Slameto (2015:145) "In essence, creative understanding relates to the discovery of something, about things that produce something new by using something that already exists. Whereas, According to Latifah Husein (2017:81) "Innovative means having trend of renewal in the sense of improvement in development in learning activities, in the learning process it is expected that ideas and new". In this research, the researchers used word wall website as a media in teaching English. According to Munadi (2013:3), teaching media is an intermediary tool for understanding the meaning of the material submitted by educator or teachers either print or electronic media and teaching media is also as a tool to facilitate the implementation of the components of the learning system, so that the learning process can last a long time and effective.

Word wall website as a new media for teaching vocabulary. The teachers are expected to use word wall website in a virtual classroom, which could benefit both the teacher and the students. The word wall website was used as a fun The steps for testing the first Word wall game application are as follows: open the link that has been created by writing the name followed by 'start'. Second, fill it with a timer that continues to run according to the question command. Third, if you still make a lot of mistakes, you can try again by clicking 'start again.' Fourth, we can see that the timer refers to the score. Finally, we can open Word wall and navigate to the 'my result' section to see a summary of the students who completed the work as well as their scores and times. The teacher can see who is working and the total value there.

Word wall can provide more meaningful and easy-to-follow learning for elementary school students, or the beginner. Themes can be tailored to the learning style of the student. Teachers can share game links for assignments, and students can access them on their own via their smart phone devices at home. Students were easy to finish the exercise in the word wall website, because word wall website is a visual media that provided anime, colours or pictures, then made students felt happy and enjoyed the learning. This web application is appropriate for creating

and revising a learning assessment. The most intriguing aspect of Word wall is that games can be created and played offline. Word wall also allows the creator to share games on various social media platforms. This research showed that by using word wall website as media learning, students are more interested in learning English especially vocabulary.

The results of the study, which indicate significant improvement in vocabulary mastery after using the Word Wall website, align with semantic theories of vocabulary acquisition. According to Nation's (2001) theory of vocabulary acquisition, learning vocabulary involves a deep understanding of meaning, form, and use. The Word Wall website offers interactive activities such as "fill in the blank," "matching words," and "guessing word meanings," which directly support these three aspects of vocabulary learning. The activities on the Word Wall website help reinforce meaning and usage in context, which enhances the learners' ability to retrieve and use new vocabulary. This supports the idea that meaningful engagement with words promotes vocabulary retention. Besides, Vygotsky's (1978) social constructivist theory emphasizes the importance of social interaction and active learning in cognitive development.

In the context of this study, using the Word Wall website can be seen as an example of active learning, where students engage with language actively through problem-solving tasks. The interactive features of the website (like quizzes, crossword puzzles, and word matching) provide students with immediate feedback, which promotes self-regulated learning. This supports Vygotsky's concept of the Zone of Proximal Development (ZPD), where learners can achieve higher levels of learning with the support of tools that facilitate their cognitive development.

On the one hand, Mayer (2005) suggests that students learn more effectively when information is presented in both visual and verbal formats. The Word Wall website, which combines visual stimuli (like word matching and crossword puzzles) with verbal activities (such as word meaning and usage), adheres to this principle. The results from this study suggest that multimedia tools can be highly effective in improving vocabulary retention and retrieval, as they cater to different learning styles and promote deeper processing of the material. On the other hand, the findings can be linked to Deci and Ryan's (2000) Self-Determination Theory, which emphasizes the role of intrinsic motivation in learning.

The use of an interactive, game-like tool such as the Word Wall website can enhance students' motivation by providing a sense of autonomy, competence, and relatedness, which are key components of intrinsic motivation. The positive response from students in the study indicates that the use of digital tools can increase engagement and motivation in vocabulary learning, making the process more enjoyable and effective.

The findings of this research highlight several practical implications for teachers, particularly in the context of vocabulary instruction. The significant improvement in students' vocabulary mastery after using the Word Wall website emphasizes the importance of integrating digital tools into classroom teaching. Teachers can use the Word Wall website as an interactive and engaging platform to enhance vocabulary learning, making it more enjoyable and effective for students. First, the Word Wall website provides a variety of activities, such as quizzes, word matching, crosswords, and fill-in-the-blanks, which cater to diverse learning styles. Teachers can leverage these features to create customized and dynamic lesson plans that address the specific needs of their students. This adaptability allows educators to target different aspects of vocabulary, including word meanings, spelling, and usage, in a single platform, thus saving preparation time while maintaining instructional quality. Second, the gamified elements of the Word Wall website foster student motivation and engagement.

The research shows that students in the experimental group demonstrated higher enthusiasm and active participation during the learning process. By using the Word Wall website, teachers can create a positive learning environment that motivates students to take an active role in their vocabulary acquisition, reducing monotony and encouraging sustained interest in learning English. Besides, the Word Wall website facilitates formative assessment, allowing teachers to monitor students' progress in real-time.

Features such as "My Results" enable teachers to track individual and group performance, identify areas where students struggle, and provide immediate feedback. This continuous monitoring helps teachers make data-driven decisions to adjust their teaching strategies and address learning gaps effectively. Finally, this research highpoints the potential of digital tools in overcoming traditional teaching challenges. Teachers can use the Word Wall website not only in the classroom but also in remote or blended learning settings, ensuring continuity in education regardless of location. This flexibility is particularly valuable in situations where face-to-face teaching may not be feasible.

Referring to practical benefits above, future researchers should consider expanding the sample size and including diverse educational levels to increase the generalizability of findings. Longitudinal studies could explore the long-term impact of the Word Wall website on vocabulary retention and other language skills, such as reading, writing, or speaking. Comparative analyses with other digital tools or traditional methods help identify the strengths and limitations of Word Wall. Researchers might also examine how customizing Word Wall activities to fit specific curricula or cultural contexts affects its effectiveness. Investigating the tool's role in enhancing motivation and engagement through qualitative methods could provide deeper insights into student experiences. Addressing technological challenges and accessibility barriers, such as limited connectivity or device

availability, would help make Word Wall more inclusive. Finally, exploring how different cognitive and learning styles interact with the platform could guide educators in designing activities that cater to diverse learners. These areas of study would build on the current findings and further advance digital strategies in language learning.

Conclusion

Based on the results of using the Word Wall website as a strategy in teaching English vocabulary at the second grade of SMPN 2 Majene, the researchers concluded that there was a significant effect on students' vocabulary mastery. The findings indicated a clear improvement in students' vocabulary acquisition after the intervention. The comparison of pre-test and post-test results for the experimental group revealed that the mean score for the post-test was notably higher than that of the pre-test. Specifically, the mean score of the post-test was 85.56, while the pre-test mean score was 55.41, showing a considerable increase in students' vocabulary proficiency.

Further statistical analysis using the Mann-Whitney test supported these findings. The Asymp value from the test was 0.000, which is less than the significance level of 0.05, indicating that the observed difference between the pre-test and post-test scores is statistically significant. This result led to the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (H1), which suggested that the use of the Word Wall website significantly improved students' vocabulary mastery.

Therefore, the Word Wall website is an effective tool for enhancing students' vocabulary skills. The significant improvement observed in the experimental group suggests that this digital tool has a positive impact on vocabulary learning. The website offers a range of interactive and engaging activities such as word matching, fill-in-the-blanks, crosswords, and word searches, which not only make the learning process enjoyable but also encourage students to actively participate. These activities foster a deeper understanding of vocabulary and its contextual usage, helping students internalize new words more effectively. The use of digital tools like the Word Wall website plays a crucial role in modern education, especially in language learning.

In today's digital age, students are more inclined to engage with technology, and integrating such tools into the classroom can help cater to their learning preferences. The interactive features of the Word Wall website make it an ideal resource for students, particularly at the beginner level, as it breaks down the learning process into manageable, enjoyable tasks that keep students motivated. The results of this study emphasize the importance of incorporating innovative digital tools into language teaching. Tools like the Word Wall website can provide

teachers with an effective, flexible platform to enhance vocabulary instruction. Moreover, they allow students to learn at their own pace, reinforcing their understanding of vocabulary in a way that traditional methods may not. By incorporating such tools, educators can create a more dynamic and effective learning environment that not only improves students' language skills but also makes the process more engaging and enjoyable.

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