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THE EFFECT OF USING COOPERATIVE LEARNING MODEL ASSISTED BY WORD WALL MEDIA ON STUDENTS' VOCABULARY MASTERY

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Abstract

This research aims to know the effect of using cooperative learning assisted by word wall media to vocabulary mastery at grade x students of SMA Negeri 1 Simpang Empat in 2024 /2025 Academic Year. This research is quantitative research. The population of this research was the students at X grade a students of SMA Negeri 1 Simpang Empat which consist of 8 classes. There were 36 students chosen as the sample by using random sampling technique. The sample was divided into two group, namely control group and experiment group. The experiment group was taught by using cooperative learning assisted by Word wall media and control group was taught using cooperative learning without Word wall media. The instrument for collecting the data was Multiple choice. The data was analysed by using t-test formula, It means that alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Based on the finding of this research, it was found that is a significant effect of cooperative learning assisted by Word wall to students' vocabulary mastery at grade x of SMA Negeri 1 Simpang Empat.

Key word: Cooperative Learning, Word wall Media, Vocabulary Mastery.

INTRODUCTION

Language is a communication tool used to fulfil one's needs. Language is the ability of humans to communicate with other humans (Fakhruddin et al., 2021). Broadly speaking, language is a communication tool that has been used by humans since ancient times. So many languages are used by humans from various regions and countries, but most people from various countries use English as a means of communication.

There are 4 English language skills that students must master: reading, listening, writing and speaking. In addition to these important skills, there are also language components used to support the development of these skills. The English component consists of five elements, namely pronunciation, grammar, spelling, punctuation, and vocabulary.

Mastering vocabulary is the ability to acquire or receive many words (Tamba et al., 2022). The quality of a person's language depends on the quality of their vocabulary. The richer the vocabulary, the greater the possibility of language skills.

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The role of vocabulary in language is very important, both as a channel for ideas in writing and orally.

Mastery of vocabulary is very important in English. By mastering the vocabulary, one can easily convey ideas and ideas and vice versa if the vocabulary is small, it will be difficult (Syamsidar et al., 2023).

In teaching vocabulary, teachers need the right strategies, methods, models and materials in order to develop materials according to students' needs. In addition, the right learning models and media must also be used. One of the effective learning models that can be used by young learning teachers to increase student motivation in learning vocabulary is cooperative. The cooperative learning model is a learning model that is carried out by working together between students, so that later students do not merely achieve success individually or defeat each other (Ali, 2021) and students learn in small groups with different levels of ability (Halawa et al., 2022) and interactive learning media that can be used is Word wall. Word wall provides many templates or word bulletins with various game activities such as matchmaking, quizzes, charades, pair search, word search, maze chase, and others. Word wall, an online application platform, is a wall to display which can be words that are often seen or words that are often used in class (Fatimah, 2020) and can be used to create and check learning evaluations (Fanny, 2020).

Based on the research observation at SMA Negeri 1 Simpang Empat, students' vocabulary is lower and students find it difficult to learn English which must memorize a lot of vocabulary, students also think that learning English takes a long time. This is because students lack vocabulary and also the media applied in the classroom is less interesting for students. Teaching English can be done in various ways. One simple way to make vocabulary learning more interesting for students is by using Word wall media.

In this case, the writer chose SMA Negeri 1 Simpang Empat because the research to find out there is an effect of using Word wall on students' vocabulary mastery. Therefore, this research produces a study entitled “The Effect of Using Cooperative Learning Assisted by Word wall Media on Vocabulary Mastery of Grade X Students of SMA Negeri 1 Simpang Empat in the 2024/2025 Academic Year”.

METHOD

In obtaining data, this research uses Quantitative research (Pradini & Adnyayanti, 2022). The research will be conducted on March 2025 in class X of SMA Negeri 1 Simpang Empat. There are two groups of students, namely the experimental and control groups, which are determined before and after treatment. After the experimental group was instructed to use Word wall learning media, while previously the experimental group was instructed to use conventional methods. Both were given pre-tests and post-tests. In this study, there were two groups, namely the experimental group in class X 1 and the control group in class X 2. The researcher used Word wall learning media in the experimental class. In the control class, the researcher did not use Word wall learning media. Class X 1 consisted of 36 students and class X 2 consisted of 36 students, so the number of samples in this study was 72 students.

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Table 3.2.1 Experimental Class and Control Class

Group	Pre – Test	Treatment	Post - Test
Experimental	Y1	X	Y1
Control	Y2	–	Y2

The data collection instrument in this study is a multiples choice test. According to (Arikunto, 2013). The operational definition of a variable is a definition given to a variable by giving meaning or specifying activities or justifying an operation needed to measure the variable (Bachriansyah & Rizky, 2011). In this study, two different types of variables were used: dependent variables and independent variables. Thus, two variables, namely Variable X as the independent variable and Variable Y as the dependent variable.

1. Cooperative learning (X)

Cooperative learning is a group learning model where students have to solve or find solutions to their problems together. In the process of solving the problem, students will be involved in interactions with each other such as exchanging ideas or opinions and sharing experiences.

2. Vocabulary (Y)

Vocabulary becomes better as a result of the application of Word wall quizzes in the learning process as a learning medium. Where the change can be cognitive. When students have enough vocabulary, they are easier to understand the material and active in learning English. In this study, students' vocabulary achievement is indicated by the post-test score.

RESULTS AND DISCUSSION

The result of the students' test can be seen on the following table score.

Table Score of Pre-Test and Post-Test Experiment Class

NO	Initial Name	Score of Pre-Test (*X*)	Score of Post-Test (*Y*)	X^2	Y^2	XY
1	AKS	60	90	4225	8100	5850
2	AL	70	90	4900	8100	6300
3	AUP	60	80	4225	6400	5200
4	ABM	70	90	4900	8100	6300
5	BNA	60	90	4225	8100	5850
6	BP	60	80	4761	7225	5865
7	CDL	60	90	4224	8100	6120
8	CF	60	80	4225	7225	5225
9	DA	70	90	4900	8100	6300
10	DAR	60	80	3600	6400	4800
11	DS	60	80	3600	7225	5100
12	DU	60	80	4225	7225	5225

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13	DS	70	90	5625	8100	6750
14	DCU	70	80	4900	7225	5950
15	FZN	60	80	3600	7225	5100
16	FAP	70	90	4900	8100	6300
17	F	70	80	4900	7225	5950
18	FJ	60	90	4225	8100	5850
19	FD	60	80	4624	7225	5780
20	HH	70	80	4900	7225	5950
21	HN	70	80	4900	7225	5950
22	ICN	60	80	4489	7225	5695
23	JA	50	80	3600	7225	5100
24	KOA	60	80	4225	7225	5525
25	KN	60	90	4624	8100	6120
26	LA	70	80	4900	7744	6160
27	LI	70	90	5625	8100	6750
28	LO	60	90	4489	8100	6030
29	MP	60	80	4489	7225	5695
30	MKS	60	90	4761	8100	6210
31	MD	60	80	4225	6400	5200
32	MA	70	90	5625	8100	6750
33	MI	60	80	4489	7225	5695
34	RUS	50	80	4624	7225	5780
35	RS	60	80	4225	7225	5525
36	SL	70	80	4900	7569	6090
	Total	**$\sum X$= 2420**	**$\sum Y$= 3120**	**$\sum X^2$= 164274**	**$\sum Y^2$= 270738**	**$\sum XY$= 210640**

Based on the table above, can be seen that the score Pre-Test of Experiment class the highest value is 70 and the lowest is 50 and the data was taken before giving a treatment and explanation material. Then, the highest value is 90 and the lowest is 80. Data was taken from the result of using Cooperative Learning by assisted Word wall was given. After the treatment was given, it can be seen there was in increasing in student learning outcomes. The increasing from the data is the lowest score 50 increasing to 80 so the score was increased 20 score and the highest score 70 increasing to 90 so the crore was increased 15 score.

Based on the table above can be seen that score Pre-Test of Experiment class the highest value is 70 and the lowest is 50. Data was taken before giving a treatment and explanation material. It shown the highest and the lowest score in Pre-Test was students who got 50 score was 4 students, they were JA, MP, LI, RSU. Students who got 60 score was 19 students, they were AKS, AUP, BNA, CDL, CF, DAR, DS, DU, SZN, FJ, FD, ICN, KOA, KN, LO, MKS, MD, MU and RS. Students who got 70 score was 13 students, they were AL, ABM, BP, DA, DS, DM, FAP, F, HH, HN, LA, FNA and SL.

Based on the table above can be seen that score Post-Test of Experiment Class the highest value was 90 and the lowest is 80. Data was taken after giving a

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treatment and used Word wall media. It shown the highest and the lowest score in Post-Test was students who got 80 score was 21 students, they were AUP, BP, CF, DAR, DS, DU, DCU, FZN, F, FD, HH, HN, JA, KOA, LA, MP, M KS, MD, MI, RSU and SL. Students who got 90 score was 15 students, they were AKS, SL, ABM, BNA, CDL, DA, DS, FAP, FG, LUN, KN, LI, LO, MA and RS.

Table Score of Pre-Test and Post-Test of Control Class Group

NO	Initial Name	Score of Pre-Test (*X*)	Score of Post-Test (*Y*)	X^2	Y^2	XY
1	ASP	60	80	4225	6400	5200
2	ABB	60	70	3600	5625	4500
3	AA	70	80	4900	6400	5600
4	AF	60	80	4225	6400	5200
5	AFS	60	70	4225	6400	4875
6	BA	70	70	4900	4900	4900
7	BRD	60	70	4225	4900	4550
8	BAK	60	70	3600	4900	4200
9	CA	70	80	4900	6400	5600
10	CAS	60	70	4225	5625	4875
11	DKR	50	80	4489	6400	5360
12	DA	60	80	4225	6400	5200
13	MEA	60	70	3600	5625	4500
14	NAR	70	80	4900	6400	5600
15	MI	50	70	4489	5625	5025
16	MAP	60	70	4225	4900	4550
17	MJK	60	70	4225	4900	4550
18	MDA	50	80	4225	4900	4550
19	MFC	60	70	3600	4900	4550
20	MYI	60	70	3600	4900	4200
21	MK	70	80	4900	4900	4900
22	MI	70	80	4900	5625	5250
23	NV	60	70	4335	4900	4550
24	NPS	60	70	4489	5625	5025
25	NP	70	70	4900	4900	4900
26	NK	60	70	4489	5625	5025
27	NPA	50	80	4356	4900	4620
28	NSP	60	70	4225	4900	4550
29	NKH	50	70	4489	4900	4690
30	N	60	70	3600	5625	4500
31	QC	60	80	4425	5625	4875
32	RA	70	70	4900	4900	4900
33	RPS	70	70	4900	4900	4900
34	RTL	70	80	5625	5625	5625

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35	RS	70	70	4900	6084	5460
36	RH	60	70	3600	4900	4200
	Total	**$\sum X$= 2430**	**$\sum Y$= 2680**	**$\sum X^2$= 158261**	**$\sum Y^2$= 203184**	**$\sum XY$= 175880**

Based on the table above, can be seen that the score Pre-Test of Control class the highest value is 70 and the lowest is 50 and the data was taken before giving a explanation material. Data was taken from the result of explanation material and the differences from the data score was the lowest score 50 increased to 70 so the score was increased 10 score and the highest score 70 increased to 80 so the score was increased 5 score. Class control of learning was given only in the conventional. The above can be seen there was a difference between Experimental Class and Control Class, because the learning outcomes of student in lower grade control.

Based on the table 4.4 above can be seen that score Pre test of control class the highest value is 70 and the lowest is 50. Data was taken before giving treatment and explanation material. It shown the highest score and the lowest score in Pre-Test was sstudents who got 50 score was 4 students, they were DKR, BDA, NPA and NKH. Students who got 60 score was 13 students, they were ASP, ABB, AF, AFS, BRD, BAK, CAS, DA, MEA, MI, MAP, MK, MFN, MYI, NV, NPS, NK, NSP, N, QC and RH. Students who got 70 score was 10 students, they were AA, BA, CA, MAR, MK, MI, MP, RA, RPS, RTL, and RS.

Based on the table above can be seen that score Post Test of Control class the highest value is 80 and the lowest is 70. Data was taken after giving treatment and explanation material. It shown the highest score and the lowest score in Post-Test was sstudents who got 70 score was 23 students, they were ABB, AFS, BA, BRP, BHK, CAS, MEA, MI, MAP, MJK, MDA, MFC, MYI, MK MI, NV, NPS, NP, NK, NPA, NSP, NKH, N, QC, RA, RPS, RTL, RS and RH. Students who got 80 score was 13 students, they were ASP, AA, AF, CA, DKR, DA and NAR

Based on the data above, it can be seen there are different in students' scores. Student who learns to use cooperative learning by assisted Word wall of learning (Experimental Class) got better result compared with conventionally taught classes (control class).

CONCLUSIONS

From the discussion in the previous chapter, it can be concluded that using cooperative learning assisted by Word wall media in vocabulary mastery is effective. The students' vocabulary mastery before using Word wall media is very low. It is different from the students' interest when they are used Word wall media. It was found when students' Post-Test was higher than the Pre-Test which proved that use of Word wall media in learning activity contributed to students' more effective in teaching on Vocabulary mastery. Word wall media can improve the students' interest in Vocabulary mastery. Based on the results of the previous chapter's data analysis, it shows that Ha is approved, and Ho is refused which suggests that the Word wall media significantly effects on students' achievement in vocabulary mastery at the tenth grade of SMA Negeri 1 Simpang Empat. The

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study's findings support the Word wall media effectiveness improving the student's achievement in vocabulary mastery. This study concludes that the Word wall media make teaching and learning process more exciting that it is based on the data analysis. The learning process will be enjoyable for the students and students will not feel bored. Students become more interactive and enthusiastic as a result from this media.

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