



STUDENTS PERCEPTIONS OF USING WORD WALL LEARNING MEDIA IN LEARNING ENGLISH IN AN INDONESIAN ISLAMIC BOARDING SCHOOL

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ABSTRACT

The word wall learning media is a quality platform that has an attractive user interface, diverse and complete features, and an affordable price. Devices that can be used to access interactive word wall applications are computers, tablets, mobile phones, or interactive whiteboards. This study aims to see students' perceptions of the application of word wall learning media in English language learning subjects. This research is descriptive qualitative where this research will analyze the opinions of 24 students who were sampled. In this study, questionnaires were used to collect data on students' perceptions. Examining the data descriptive method was used. Based on the results of the study, it is known that students' perceptions of the application of word wall learning media make it easier for students to understand English learning are at a good level where 37.5% of students strongly agree and 62.5% of students agree that word wall learning media make it easier for students to understand lessons when teachers use word wall learning media. In addition, 50% of students strongly agree and 37.5% of students agree that the use of word wall learning media can make learning more enthusiastic, and also 50% of students strongly agree and 45.8% agree that it is interesting from the type of features, type of games, material, and appearance of the application so that it increases my attention in learning English. Therefore, the existence of this word wall learning media is very helpful for a teacher during the teaching and learning process so that learning becomes fun.

Keywords: *Perception, English Language, Learning Media, Word Wall*

1.1. Introduction

In Indonesia, education in pesantren or Islamic schools often faces challenges in integrating effective English learning methods with local religious and cultural values. According to (Arifin, 2013) in the context of Islamic education in Indonesia, especially in pesantren, it is important to consider religious values and local culture in developing learning methods. As an Islamic educational institution, pesantren also have unique characteristics in their approach to education.

The use of learning media such as word walls is expected to improve students' understanding of English vocabulary and structures in an interactive and visual way. According (Nation, 2001), it is argued that the use of visual media such as pictures, charts and word walls can help students acquire and remember second language vocabulary more effectively. In addition, (Richards & Rodgers, 2001) provides an



overview of various approaches in language teaching, including visual approaches that can enhance student interaction and engagement in learning. Word wall is one form of visual learning media that can help students visualize vocabulary and language structures. (Sutherland & Harper, 2009) States that word walls can help improve students' literacy skills, although the focus is not on second language learning, the principles can be applied in the context of English language education.

This study was conducted to explore students' perceptions of the effectiveness of using word walls in the English learning process in pesantren. The main objective of the study was to identify the extent to which word wall helps students in the English learning process, as well as how it affects their motivation and confidence in the classroom.

This research provides new insights into how learning media such as word wall can be applied in the context of English language education in pesantren, which may be specialized in religious values and local culture. Develops the literature on second language education by introducing visual approaches such as word walls, which can increase students' motivation and understanding of the target language. Provide empirical evidence on the effectiveness of word walls in helping students understand English language learning and its effect on students' perception of learning.

This research explores the use of word walls in the context of Islamic education in Indonesia, which has not been widely researched before. It shows how learning media can be integrated with religious values and local culture, making a new contribution to education that is appropriate to the pesantren context. Offers recommendations and practical advice for educators in pesantren and similar educational environments on how to optimize the use of word walls or other visual learning media to increase the effectiveness of English language learning.

From the discussion above, it can be concluded that the use of word wall learning media is very important in the teaching and learning process because the media makes it easier for teachers to explain material to students. In addition, the teaching and learning process can be made more interesting, easy to understand, and interesting for students by using word wall learning media.

Burrell, (2016) Highlighted the importance of word walls in improving English comprehension as well as the confidence of English Language Learners (ELL) students.



(Rizkiana & Saputri, 2019) Provide important insights into the effect of using word walls on learning motivation and English learning outcomes of students in secondary schools in Indonesia, having conducted this research previously. So, from the research that has been done previously above, there has been no research on student perceptions of the application of word wall learning media in English Language Learning subjects. Based on the research above, the researcher is interested in research related to student perceptions of using word wall learning media in learning English in an Indonesian Islamic boarding school. In this study, the researcher's question is "How do students perceive the application of word wall learning media?"

1.2. Research questions

In this study, the researcher's question is "How do students perceive the application of audiovisual learning media"?.

2. METHOD

2.1. Research Design

This research is a descriptive qualitative research with a survey method. Qualitative research with descriptive analysis is a type of research that collects numerical data and analyzes the data to explain the phenomena that occur, (Creswell, 2013).

2.2. Samples/Participants

The data collection technique was carried out using the questionnaire / questionnaire technique by utilizing google form in its distribution so that the sample was selected using the snowball sampling technique and 24 students were selected as respondents.

2.3. Instruments

The survey questionnaire consists of two indicators, namely positive perceptions and negative perceptions of the professionalism of English teachers in teaching. Students' answers to each item in the questionnaire consist of four choices, namely: Strongly Agree, Agree, Disagree and Strongly

Disagree. The lattice of the survey questionnaire instrument used consists of 7 statement items.

2.4. Data analysis

Descriptive analysis is used to identify patterns and characteristics of the data collected with the aim is to explain the phenomenon under study in terms of statistics, and not to test hypotheses or draw conclusions. This approach was chosen based on considerations where the data to be taken using questionnaires and observation techniques that are qualitative in nature.

3. FINDINGS AND DISCUSSION

3.1. Word Wall Can Makes it for Students Easier to Understand Lessons

Saya lebih mudah memahami pelajaran saat guru menggunakan media pembelajaran word wall.
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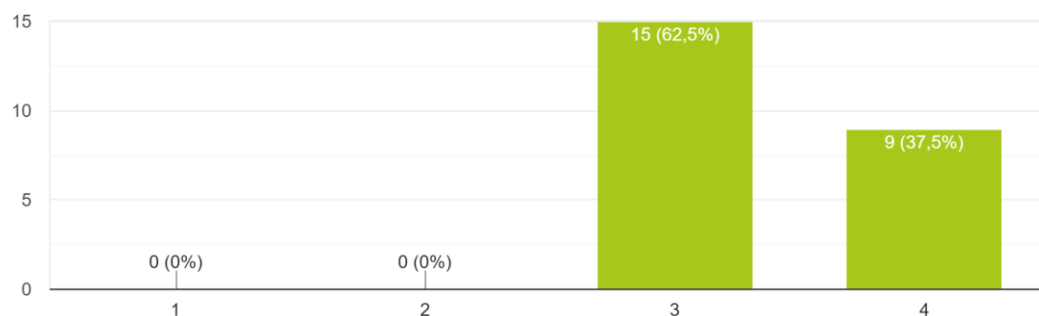


Figure 1. Word Wall Media Can Makes it Easier for Students to Understand the Lessons

Based on Figure 1, it shows that agree 62.5% and strongly agree 35.7%. The pie chart data shows that many respondents gave an agreed response to the perception that the use of word wall learning media makes it easier for you to understand English Language Learning. While 35.7% strongly agree to the perception of the use of word wall learning media makes it easier for you to understand English Language Learning. This is in line with (Burrell, 2016) who explores how Word Wall can improve English comprehension, especially among English Language Learners (ELL) students. Burrell identified that

Word Wall helped to strengthen vocabulary and increase students' confidence in communicating in English. This is in line with the research conducted by (Johnson & Choi, 2014) discussed how the use of Word Wall can improve students' vocabulary development and reading comprehension. The study showed that the visualization of words on the Word Wall helped students internalize new vocabulary better.

3.2 Word Wall Media Makes Students Happy in Learning

Saya merasa senang kegiatan belajar mengajar menggunakan media pembelajaran word wall.
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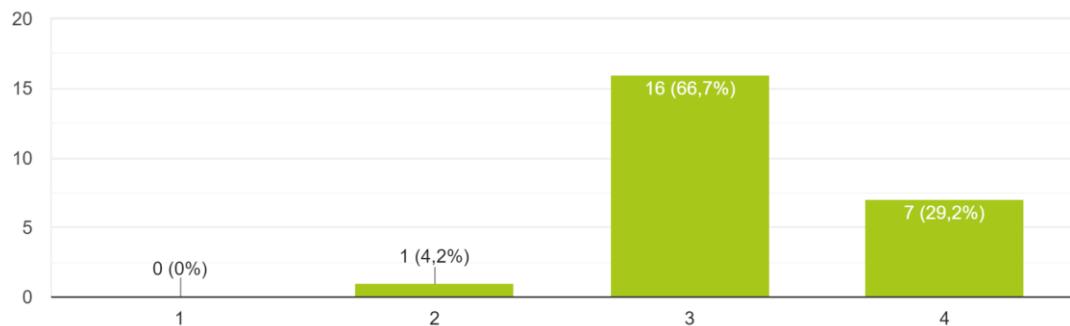


Figure 2. Word Wall Media Makes Students Happy in Learning

Based on figure 2, it shows that agree 66.7%, strongly agree 29.2%, 4.2%. The pie chart data shows that many respondents gave an agreed response to whether the use of word wall learning media made you happier in learning English Language Learning. Meanwhile, 29.2% of students strongly agree on whether the use of word wall learning media makes you happier in learning English Language Learning. This is in line with the findings of (Cox & Chao, 2016) identifying that Word Wall not only improves vocabulary understanding, but also creates a positive learning environment and makes students more enthusiastic in the learning process.

3.3 Word Wall Media Makes Students Focus on Learning

Saya merasa lebih focus memperhatikan pembelajaran bahasa inggris apabila guru menggunakan media pembelajaran word wall.

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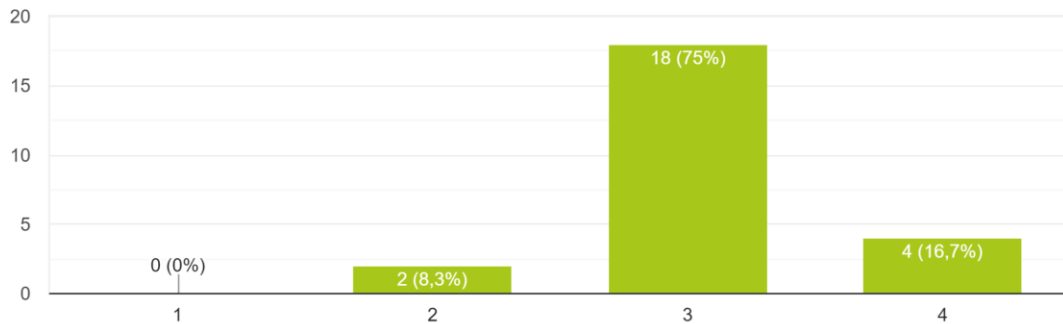


Figure 3. Word Wall Media Makes Students Focus on Learning

Based on figure 1.3, shows that agree 75%, strongly agree 16.7%, and disagree 8.3%. The pie chart data shows that many respondents gave an agreed response to whether they feel that word wall learning media helps you focus more on English Language Learning. This is in line with the opinion of (Fisher & Frey, 2014) stating that Word Wall can serve as a concrete support in improving student literacy in secondary schools. By providing an easily accessible visual reference, Word Wall helps students to stay focused on learning objectives and reinforces their understanding of the material being studied.

3.4 Word Wall Media Makes Students More Enthusiastic in Learning

Saya lebih semangat mengikuti pelajaran bahasa inggris yang menggunakan media pembelajaran word wall.

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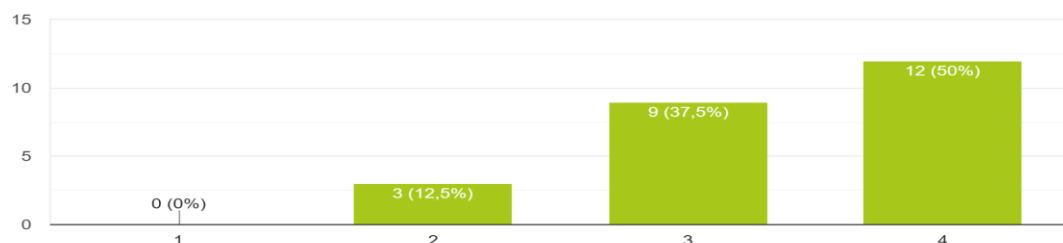


Figure 4. Word Wall Media Makes Students More Enthusiastic in Learning

Based on figure 4, it shows that agree 50%, strongly agree 37.5%, and strongly disagree 12.5%. The pie chart data shows that many respondents gave an agreed response to whether the use of word wall learning media makes you more enthusiastic in participating in English Language Learning lessons. This is in line with the opinion of (Holland & Lamb, 2016) which states that Word Wall media can improve students' visual literacy and arouse their interest in learning. By utilizing interesting and informative visualizations, Word Wall can be a source of inspiration for students to engage more deeply in the learning process.

3.5 Word Wall Media Makes Students More Relaxed in Learning

Saya merasa rileks mengikuti pelajaran bahasa inggris yang menggunakan media pembelajaran word wall.

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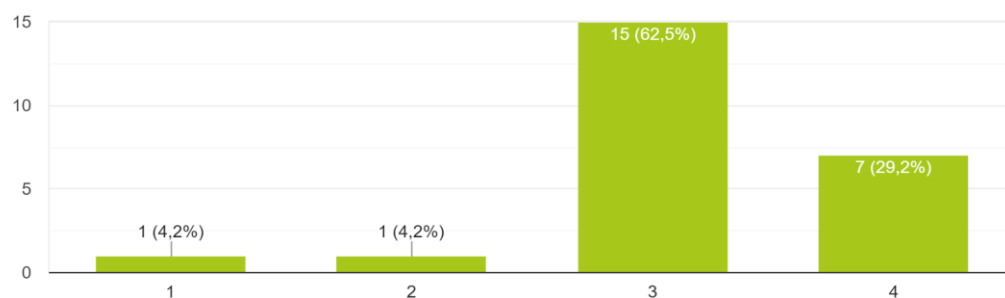


Figure 5. Word Wall Media Makes Students More Relaxed in Learning

Based on figure 5, it shows that agree 62.5%, strongly agree 29.2%, disagree 4.2%, and strongly disagree 4.2%. The pie chart data shows that many respondents gave an agreed response to whether you feel that word wall learning media makes your learning more relaxed in learning English. This is in line with (Crawford, 2004) opinion that Word Wall not only helps improve students' understanding of academic vocabulary but also creates a less tense learning atmosphere. By utilizing constant and structured visualization, Word Wall can help students feel more relaxed and confident in dealing with the subject matter.

3.6 Word Wall Media Makes Students More Diligent in Participating in Learning

Saya lebih rajin belajar karena media pembelajaran word wall membuat saya menyukai pelajaran bahasa inggris.

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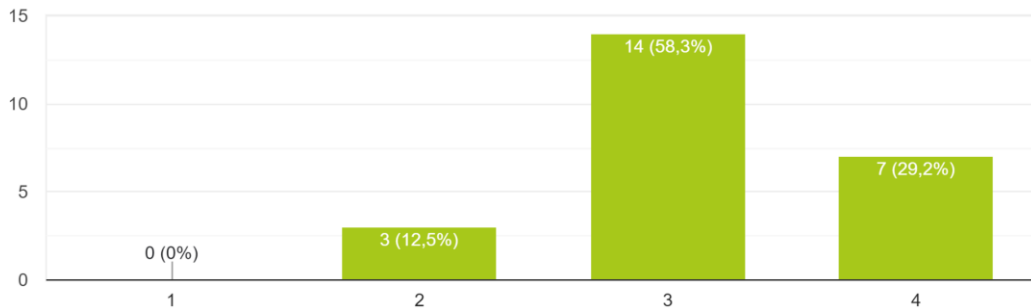


Figure 6. Word Wall Media Makes Students More Diligent in Participating in Learning

Based on figure 6, it shows that agree 58.3%, strongly agree 29.2% and disagree 12.5%. The pie chart data shows that many respondents gave an agreed response to whether they feel that word wall learning media makes you more diligent in participating in English Language Learning. This is in line with the opinion of (Cox & Chao, 2016) which states that a well-designed Word Wall can increase student engagement in learning. By providing interesting visualizations of words and concepts, Word Wall helps maintain students' interest and encourages them to actively participate in learning.

3.7 Word Wall Media Has an Attractive Appearance

Media pembelajaran word wall yang ditampilkan menarik dari jenis fitur, jenis games, materi, serta tampilan aplikasi sehingga meningkatkan perhatian saya dalam belajar bahasa inggris.

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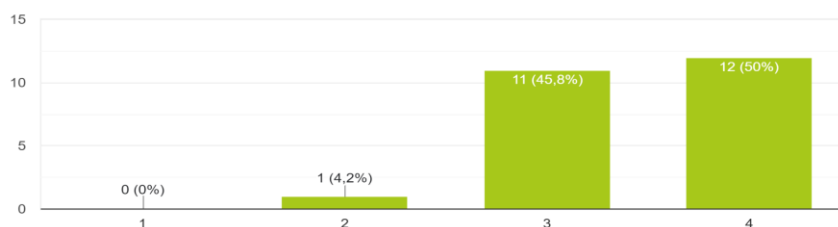


Figure 7. Word Wall Media Has an Attractive Appearance



Based on figure 7, it shows that agree 45.8%, strongly agree 50% and disagree 4.2%. The pie chart data shows that many respondents gave an agreed response to whether the word wall learning media has an attractive appearance that makes your attention increase in English Language Learning. This is in line with the opinion of (Holland & Lamb, 2016) which states that the Word Wall application has an attractive appearance. The application discusses the use of technology and graphic design in an educational context.

4. CONCLUSIONS

4.1. Conclusion

Based on the results of the study, it can be concluded that the research on student perceptions of the application of word wall learning media in English subjects includes: the application of word wall learning media can make students easily understand English material, make learning more interesting, can make students more active in learning, and can also make students think creatively. In the context of learning, students' perceptions of the application of word wall learning media in English Language Learning subjects are one of the important ways that teachers must use in the learning process so that learning becomes fun and easy for students to understand so as to create effective and efficient learning. However, there are obstacles in the application of word wall learning media in English subjects such as lack of facilities from schools, insufficient time and also the lack of teachers using learning media so that learning becomes unpleasant and bored.

4.2. Suggestions

The results of this study suggest the importance of using word wall media in English language learning based on students' perceptions. First, it is recommended to integrate relevant and interesting word wall media in English teaching to increase students' interest and engagement.

The use of smartphones, computers, and smart TVs can help visualize English materials more clearly and strengthen students' understanding. Secondly, it is important to select media that are appropriate for students' level of understanding and ensure that the media content is accurate and in line with



the current mathematics curriculum. In addition, teachers need to provide clear guidance and facilitate discussion and reflection related to the material presented through audio-visual media. By adopting these recommendations, it is hoped that the use of audio-visual media in mathematics learning can provide a more interactive, engaging, and effective learning experience for students.

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