

Supercharging Vocabulary: A Word Wall Intervention Boost Students Achievement

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Abstract

Vocabulary plays an important role in learning English. However, many students in Indonesia have difficulty in mastering vocabulary. This research aims to know the impact of utilizing Word Wall on enhancing vocabulary mastery and to explore students' perceptions of Word Wall implementation. The researchers applied pre-experimental research design with the number of populations as many as 128 students of grade VII students of SMP Negeri 1 Pamona Utara that consist of 4 classes. In selecting the sample, the researchers use a purposive sampling technique. The number of samples is 32 students. The data were collected by using pre-test, post-test, and questionnaire. The researcher uses SPSS v.29 in analyzing the data. The result showed a significant improvement in students' vocabulary achievement, with a pre-test mean score of 41.00 and a post-test mean score of 74.84. The calculated t-counted of 31.934 exceeded the critical t-table of 989 at a 0.05 significant level, supporting the research hypothesis. Student's perceptions in this study were assessed through questionnaires, revealing that 34% of students agreed on the effectiveness of Word Wall in enhancing their vocabulary, 33% expressing positive attitudes toward the media and another 33% indicating increased engagement in class activities. The study indicates that implementing Word Wall effectively boots vocabulary acquisition among grade VII students at SMP Negeri 1 Pamona Utara, leading to enhanced feelings, attitudes, and class engagement.

Keywords: *Improve, Vocabulary Achievement, Word Wall Media*

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INTRODUCTION

In the journey of mastering the English language, vocabulary stands as a cornerstone for learners, particularly for those studying English as a Foreign Language (EFL). Vocabulary acquisition is crucial as it enables learners to comprehend and communicate effectively. Despite its importance,

many students in Indonesia face significant challenges in mastering vocabulary. This difficulty is evident among the VII grade students of SMP Negeri 1 Pamona Utara, who struggle with understanding, memorizing, and using new English words correctly.

This research explores the effectiveness of the Word Wall media in improving vocabulary achievement among these students. Previous studies have highlighted the impact of interactive and engaging media on language learning, suggesting that tools like Word Wall can make learning more enjoyable and effective. Ismiyati, (2020) emphasizes that vocabulary is fundamental in learning English, as a limited vocabulary hinders students' ability to understand and convey meaning. Pradini, (2022) supports this view, noting that engaging learning media can significantly boost students' motivation and participation in vocabulary learning activities.

The research employs a pre-experimental design with a purposive sampling technique, focusing on a sample of 32 students from a total population of 128 VII grade students. By comparing pre-test and post-test results, along with analysing questionnaire responses, the study seeks to provide comprehensive insights into the benefits and challenges of using Word Wall in vocabulary teaching. Chung, M.A, (2023); Lin & Lin, (2019) highlight the importance of interactive and visually appealing educational tools in enhancing student engagement and retention of vocabulary. Wulandari, (2018) further corroborates the effectiveness of Word Wall, stating that it facilitates better vocabulary retention without the pressure of rote memorization.

Through this investigation, the study aims to contribute to the ongoing efforts to improve English language education in Indonesia, offering practical solutions for educators facing similar challenges. By implementing Word Wall, educators can create a more dynamic and effective learning environment that supports vocabulary acquisition and fosters a positive attitude towards learning among students.

METHOD

The study employed a pre-experimental research design to evaluate the impact of Word Wall on vocabulary mastery. Pre-experimental design are helpful for preliminary studies when it is not possible to allocate participants at random (Creswell & Creswell, 2018). This approach allows for the assessment of change in vocabulary knowledge before and after the intervention. This study used a pre-experimental research design with a purposive sampling strategy in order to collect extensive data. The study involved 32 students from SMP Neger 1 Pamona Utara. Pre-test, post-test, and questionnaires were used to gather data, and data analysis using SPSS v.29 included descriptive statistics and paired sample t-tests to compare pre-test and post-test scores, showing significant improvements. Questionnaires gauged student perceptions, revealing positive attitudes toward the Word Wall method. These findings suggest that Word Wall media is an effective tool for enhancing vocabulary mastery.

RESULTS AND DISCUSSION

This section presents the research results and data analysis. The result question is:

- a. Can the use of Word Wall media improve students' vocabulary achievement of Grade VII students' of SMP Negeri 1 Pamona Utara?"
- b. What do the Grade VII students' of SMP Negeri 1 Pamona perception toward the implementation of word wall to improve their vocabulary?

The study used one class as the research sample: an experimental group that received treatment before the post-test. The treatment was conducted from May 15, 2024, to May 22, 2024. Pre-tests and post-tests were administered to evaluate the effectiveness of the Word Wall technique in



improving students' vocabulary mastery. The results from this group measured the vocabulary improvement of seventh-grade students at SMP Negeri 1 Pamona Utara.

1. Results

a. Descriptive analysis

Using SPSS v. 29, the researcher calculated the mean, minimum, and standard deviation of the pre-test and post-test scores. The results are as follows:

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental	32	30	53	41.00	5.364
Posttest Experimental	32	60	90	74.84	7.035
Valid N (listwise)	32				

The pre-test mean score was 41.00, while the post-test mean score was 74.84. The standard deviation was 5.364 for the pre-test and 7.035 for the post-test, indicating a significant improvement in vocabulary scores after the intervention.

b. Normality test

The normality test was conducted using the Shapiro-Wilk test to determine if the data were normally distributed. The results are as follows:

Table 2. Test of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest Experimental	.952	32	.163
Posttest Experimental	.952	32	.160

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance

Since the Sig values for both pre-test and post-test scores was greater than 0.05 (0.163 and 0.160, respectively), the data were normally distributed.

c. Homogeneity test

The homogeneity test was conducted using Levene's test to determine if the variances of the samples were equal. The results are as follows:

Table 3. Test of Homogeneity

	Levene Statistic	df1	df2	Sig.	
Experimental class	Based on Mean	2.097	1	62	.153
	Based on Median	1.520	1	62	.222
	Based on Median and with adjusted df	1.520	1	57.677	.223
	Based on trimmed mean	2.071	1	62	.155

The Sig value of 0.153 (based on the mean) is greater than 0.05, indicating that the test results are homogeneous.

d. Hypothesis test

The hypothesis test was conducted using a paired t-test. The result are as follows:

Table 4. Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Experimental	41.00	32	5.364	.948
	Posttest Experimental	74.84	32	7.035	1.244

Table 5. Paired Samples Test

	Paired Differences					Significance			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
				Lower	Upper				
Pair 1 Pretest Experimental Posttest Experimental	-33.844	5.995	1.060	-36.005	-31.682	-31.934	31	<.001	<.001

The t-count score of 31.934 with df 31 is greater than the t-table score of 1.990 at a 5% significance level, indicating that the alternative hypothesis is accepted. This confirms that the Word Wall technique significantly improves students' vocabulary mastery.

e. Questionnaire analysis

The analysis of the questionnaire revealed three key areas: students' feelings, attitudes, and engagement.

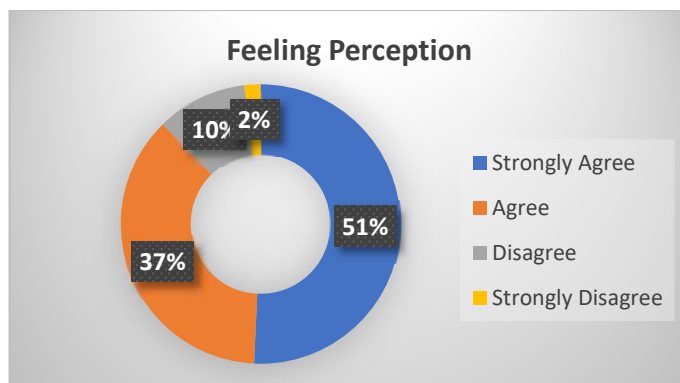


Figure 1. Feeling perception

The results of the data on students' perceptions regarding the use of Word Wall indicate that the majority of students have a positive response to this tool. Specifically, 50.74% of responses fell into the "Strongly Agree" category, showing that most students felt enthusiastic, motivated, and interested in learning English vocabulary with Word Wall. Additionally, 36.92% of students agreed that Word Wall had a positive impact on their learning experience. While 10.48% of students disagreed and 1.88% strongly disagreed with the benefits of Word Wall, these negative responses were minimal compared to the overall positive feedback. Overall, the data suggests that Word Wall is effective in fostering positive feelings, motivation, and enthusiasm among students, contributing to an energetic and collaborative classroom environment.

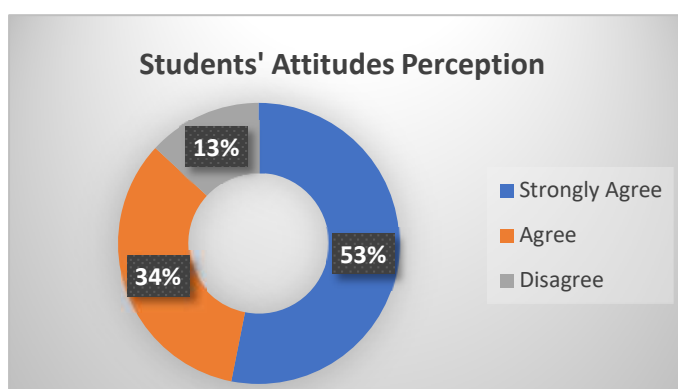


Figure 2. Attitudes perception

Based on Bar Chart 2, student responses indicate a predominantly positive view of the Word Wall. The "Strongly Agree" category had the highest average percentage at 53.12%, showing that over half of the students strongly support the tool's benefits and effectiveness in the learning process. The "Agree" category followed with 33.76%, indicating substantial additional support. While 13.12% of students disagreed, reflecting some doubts about the Word Wall's benefits, this negative response rate is relatively low compared to the high approval rates. Overall, the data demonstrates that the Word Wall is widely regarded as an effective tool for enhancing the learning process, garnering significant support from students.

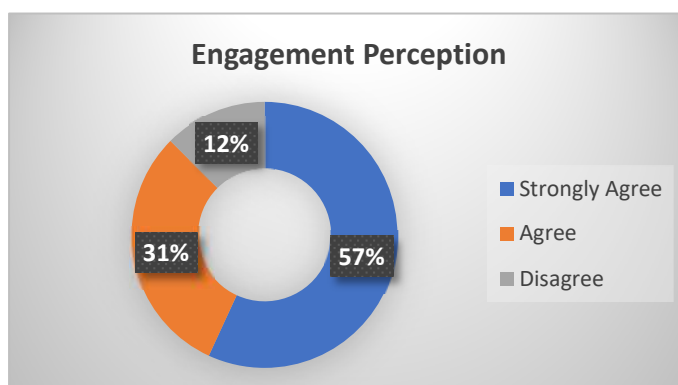


Figure 3. Engagement perception

Based on the data regarding student involvement in learning with the Word Wall, the majority of students show a high level of engagement. The "Strongly Agree" category had an

average response rate of 56.9%, indicating that most students felt very involved and focused on the material. The "Agree" category followed with 30.64%, reflecting substantial additional support for active participation. Although 12.5% of students disagreed, indicating some doubts about their involvement, this negative response rate is relatively low. Overall, the data demonstrates that the Word Wall effectively creates a learning environment that fosters high student engagement, with most students feeling active, responsive, and focused, confirming the tool's effectiveness in supporting an interactive and student-oriented learning process.

This study found significant improvements in vocabulary mastery and positive students' perceptions of Word Wall media. These results suggest that Word Wall is an effective tool for enhancing vocabulary learning and should be considered for broader educational implementation.

2. Discussion

The research discussion is structured around two key aspects: firstly, Can the use of Word Wall media improve the vocabulary achievement of class VII students at SMP Negeri 1 Pamona Utara; and secondly, what are the perceptions of class VII students at SMP Negeri 1 Pamona Utara regarding the implementation of the Word Wall in increasing their vocabulary?

This research aims to evaluate the effectiveness of Word Wall media in increasing the vocabulary achievement of class VII students at SMP Negeri 1 Pamona Utara. Based on the first research statement, "Can the use of a Word Wall increase students' vocabulary?" the results of data analysis show that the use of a Word Wall has been proven to provide a significant increase in students' vocabulary abilities.

The results of this research clearly show that the use of Word Wall media is effective in increasing the vocabulary achievement of VII grade students at SMP Negeri 1 Pamona Utara. This is evident from data analysis which shows a significant increase between pre-test and post-test scores. Before using the Word Wall, the average student pre-test score was 41.00. After implementing Word Wall in learning, the average post-test score increased to 74.84.

This score difference of 33.84 points shows a substantial increase in students' vocabulary abilities. This increase is not only statistically significant, but also reflects a real change in students' understanding and mastery of English vocabulary. Relatively low pre-test scores indicate that students initially have limited understanding of vocabulary. However, after exposure to the Word Wall, which provides visual context and repeated interactions with words, their ability to remember and use the vocabulary improves drastically.

Expert opinion supports these findings. The importance of repetition and consistent exposure is also emphasized, allowing students to strengthen vocabulary retention, expand vocabulary, and improve communication skills in English (Lulus Naila Maulina Rahmawati dan Yuliyati, 2018; Silvia et al., 2021). Overall, this research proves that the use of Word Wall as a learning aid is very effective in increasing student competency achievement. The increase of 33.84 points between the pre-test and post-test shows that students not only learned new vocabulary, but were also able to remember and use it better after implementing the Word Wall in their learning activities.

Furthermore, student perception is a key element in evaluating the effectiveness of a learning method. Understanding how students perceive and respond to the use of a Word Wall can provide valuable insight into the advantages and disadvantages of this method. Positive perceptions from students not only reflect the effectiveness of Word Wall in improving

vocabulary understanding, but also show how this method can increase their motivation and involvement in the learning process.

To answer the second research question regarding the perceptions of class VII students at SMP Negeri 1 Pamona Utara regarding the implementation of the Word Wall, questionnaire data involving three main indicators were used: students' perceptions feelings, students' attitudes, and student engagement. The results of this questionnaire paint an extensive overview of the opinions of the students on the employment of Word Wall. The majority of students agreed or strongly agreed that using Word Wall helped them improve their English vocabulary.

Perception of Students' Feelings: The difference between positive (Strongly Agree + Agree) and negative (Disagree + Strongly Disagree) perceptions is 75.30%. This high difference shows that the majority of students feel very positive about the use of Word Wall in vocabulary learning. This positive perception reflects that students feel more comfortable and confident when learning vocabulary with the help of Word Wall. This increased confidence may be due to the clear and consistent visualization of the vocabulary provided, which helps them understand and remember new words better. Experts (Hartatiningsih, 2022; Lulus Naila Maulina Rahmawati dan Yuliyati, 2018) agree that Word Wall increases students' motivation and vocabulary comprehension. This is consistent with the questionnaire results which show the majority of students have a positive perception of the use of Word Wall in vocabulary learning.

Perception of Student Attitudes: The difference between positive (Strongly Agree + Agree) and negative (Disagree) perceptions is 73.76%. This shows that student attitudes towards the Word Wall are very positive, with the majority of students supporting its use in the classroom. This positive attitude reflects that students see Word Wall as an effective and useful tool in helping them learn new vocabulary. Expert view, when students are actively involved in the learning process, they tend to develop positive attitudes towards learning materials and methods (Indriani et al., 2021; Turohmah et al., 2020). This positive attitude can also contribute to increasing students' interest and motivation to learn, because they feel that this method supports their learning process effectively.

Perception of Student Engagement: The difference between positive (Strongly Agree + Agree) and negative (Disagree) perceptions is 75.04%. This shows that Word Wall is very effective in increasing student involvement in the teaching and learning process. Active student involvement is an important indicator of the success of a learning method, because engaged students tend to be more focused, motivated, and committed to learning. Active participation of students in learning, as mentioned by (Kasi, 2022; Kurniawan & Sholeh, 2023; Utama, 2016) who shows that the use of interactive media such as Word Wall can increase student involvement, encourage their motivation and interest in learning. By using a Word Wall, students are given the opportunity to actively participate in seeing, arranging, and using words, which makes them more involved in the learning process.

These results indicate that the majority of students have a positive perception of the use of Word Wall in vocabulary learning. The high percentage of positive responses on the three indicators indicates that the Word Wall was well received and considered effective by students in helping them understand and remember English vocabulary. This positive view also shows that Word Wall can increase student motivation and involvement in the learning process, according to the views of experts. Expert views support these findings, indicating that visual aids and teaching methods that actively engage students have a positive impact on student motivation, engagement and learning outcomes (Imron, 2023; Oviliani & Susanto, 2023; Pradani, 2022; Susanto & Sari, 2023). The implementation of the Word Wall at SMP Negeri 1 Pamona Utara

has proven to be effective and can be used as a model for vocabulary learning strategies in other schools.

Based on the results of the research on the two research questions asked, it can be concluded that the use of Word Wall has a positive impact on students' ability to master understanding in class VII SMP Negeri 1 Pamona Utara, while also influencing students' perceptions of the use of this technique. The findings from the research show that the implementation of the Word Wall effectively increases students' ability to master vocabulary, as evidenced by a significant increase in pre-test and post-test scores. In addition, students' positive perceptions of Word Wall reflect that this method is able to increase students' motivation, involvement and self-confidence in learning English.

The increase in vocabulary skills after using Word Wall shows that this approach helps students understand and remember new vocabulary better. The visual context provided by the Word Wall makes it easier for students to understand vocabulary with images or visual representations, thereby strengthening their understanding. Additionally, repeated interactions with the skills displayed on the Word Wall help deepen students' understanding of those skills.

Students' positive perceptions of Word Wall reflect that they see this technique as a useful tool in the learning process. The visual support provided by Word Wall makes learning more interesting and interactive for students. This can also increase students' self-confidence because they feel more helped in understanding the material and overcoming difficulties in mastering English comprehension.

Overall, these findings confirm that the use of Word Wall not only improves students' comprehension abilities, but also creates a positive and supportive learning environment. This shows that Word Wall can be an effective learning strategy in increasing students' achievement of understanding, as well as strengthening their motivation and involvement in the learning process.

From these two findings, it can be concluded that the hypothesis which states that "the effective use of the Word Wall technique can improve vocabulary mastery of class VII students at SMP Negeri 1 Pamona Utara" is acceptable. This indicates that Word Wall not only improves students' vocabulary skills, but also gets positive acceptance from students as an effective and useful learning method. The t-test analysis also shows that the resulting t-value is higher than the predetermined t-table value ($31.934 > 1.990$), confirming that the significant increase in students' vocabulary abilities did not occur by chance. Thus, the implementation of the Word Wall can be considered a successful learning strategy model and is feasible to be implemented in various schools as an effort to improve students' understanding and mastery of vocabulary, in line with the views of experts (Maindoka et al., 2022; Pelajaran et al., 2024; Pendidikan et al., 2023; Widhiatama et al., 2024).

There were several strengths of Word Wall media that contributed to the improvement in students' vocabulary mastery. Firstly, the students learned better while using Word Wall. Engaging in activities such as forming and arranging words made the learning process enjoyable and stimulating, fostering happiness and enthusiasm among the students. Secondly, Word Wall supported students in pronouncing, spelling, and translating words, enhancing their overall language skills. Thirdly, the students became more active participants in the learning process, with the teacher's role being primarily to provide explanations and corrections regarding the students' tasks.

However, several challenges were encountered during the implementation of the Word Wall. One major issue was related to students' characteristics. Some students were difficult to manage during the Word Wall activities. They tended to walk around, observe their friends'

responses to the test, distract their peers, and not pay attention when it was their turn. To address this, the researcher closely monitored these students, frequently checking their progress and warning them when they engaged in disruptive behavior.

Time allocation was another challenge. The Word Wall procedure took a considerable amount of time because the researcher had to prepare all materials, and each student sometimes made mistakes that needed to be corrected and explained. According to Nurjannah et al., (2020), the use of visual aids like Word Wall can be time-consuming but is essential for effective vocabulary acquisition as it provides a clear and consistent framework for learning new words.

Word Wall proved to be an effective tool for enhancing students' vocabulary, its implementation required careful management of student behavior and sufficient time for preparation and execution. Despite these challenges, the benefits of increased student engagement and improved language skills outweighed the difficulties, making Word Wall a valuable addition to the teaching toolkit.

CONCLUSION

This study aimed to evaluate the effectiveness of Word Wall media in enhancing vocabulary achievement among seventh-grade students at SMP Negeri 1 Pamona Utara. The research findings aligned with the objectives, demonstrating a significant improvement in students' vocabulary mastery as reflected in the post-test scores. The statistical analysis supported this improvement, with the t-test showing substantial difference between pre-test and post-test result, validating the hypothesis that Word Wall media positively influences vocabulary learning. Key points from the discussion highlighted that the interactive and engaging nature of Word Wall activities led to increased students motivation, participation, and enjoyment in learning vocabulary. Students showed notable progress in spelling, understanding word meaning, and construction sentences, indicating that Word Wall media effectively addressed initial learning difficulties.

In conclusion, Word Wall is valuable and effective instructional tool for improving vocabulary learning among beginner-level students. Future research could explore its application in different contexts, examine long-term impacts on vocabulary retention, and investigate additional interactive methods to further enhance language-learning outcomes.

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