Using Word Wall To Improve Vocabulary Use In Constructing Sentences With Prepositions In Elementary English Class

Nuris Silfiyah Tunnikmah
University of Surabaya
Henny Dwi Iswati
State University of Surabaya
Korespondensi penulis : *nurissilfiyah19@gmail.com*

Abstract.*Comparison of Students' Vocabulary and Ability in Making Sentences Using Preposition Between Word Wall and Without Using Word Wall as a Visual Learning Media in English Class in Elementary Level This study explores the use of Word Wall as visual learning media to increase the vocabulary and the ability of students in making sentences by using prepositions. This research used qualitative descriptive research and the research was carried out with the fifth grade student of SDN 94 Gresik. The data were obtained from classroom observations, student writing samples, and interviews. Results indicate that use of thematic Word Walls increased students' retention of vocabulary, accuracy in sentence building, and motivation to learn. The interactive and visual character of the media was received with enthusiasm from students. Implications of this study are presented in teaching on the use of Word Wall in vocabulary instruction as a strategy that can stimulate the writing development of young learners.*

Keywords: Word Wall, vocabulary, writing, prepositions, young learners

INTRODUCTION

Writing as Basic Skill in English Language Teaching to Help Students to Express Ideas, to Organize Thoughts, and to Develop Fluency in Communication. For beginners, particularly young beginners-and most especially at academia-I believe that writing serves as the medium not only of communication, but also of language acquisition and of academic success. Yet producing written works is a difficulty for many students, whose lack of vocabulary and sensitivity to sentence structure – especially prepositions that are so crucial to getting their message across clearly – are obstacles they find hard to overcome.

Every since there has been a proliferation of studies on the use of visual and digital tools to enhance engagement and writing achievement amongst students. For instance, Rahmawati and Pratama (2022) revealed visual dictionaries to have an enormous positive impact on vocabulary mastery in elementary schools. Likewise, Azizah (2024) found that interactive medium of Padlet helps to promote better lexical retention as well as higher student motivation in writing task. Moreover, Chong et al. (2023) also found it in a Scopus article, in which gamified tools such as Word Wall can induce the active use of language, while offering visual reinforcement and repetition to consolidate vocabulary.

In spite of these advances, many previous studies on the effects of Word Wall have concentrated on older students and on general vocabulary acquisition, thus, creating a void in studies of how the performance in completing prepositional sentence in a controlled writing environment. Prepositions are difficult because of their abstract nature

and their many, different uses in spatial and non- spatial relatio ns. The aim of this paper is to investigate how Word Wall, when established in a thematic way, can reduce these challenges and elevate students' abilities in vocabulary and syntactic correctness in writing.

The theoretical underpinning of the present study is based on constructivist learning theory (Bruner, 1966) which assumes that learners develop knowledge through interaction, discovery and context. Word Wall acts as a visual scaffold for vocabulary acquisition, sentence exploration, and learner independence. It's consistent with visual learning, and these abstract elements in language like "prepositions" become more concrete and therefore more memorable for young minds.

Considering the ongoing need for successful early education literacy supports, the purpose of this study is to examine the effects of Word Wall on vocabulary development and construction of prepositional sentences of fifth grade younger at-risk readers. This study is unique in that it investigates prepositional writing in a primary classroom setting, which is less reported in the research literature to date. In this paper, we would Word Wall influences young learners' like   to provide insights into how interactive media can help mediate vocabulary instruction and productive writing skill production at the grassroots level of English education.

METHOD

Methodology This study used the qualitative descriptive design in which Word Wall as a strategy for vocabulary learning and prepositional sentence completion was implemented to Grade V pupils in an elementary school. We opted for the qualitative method, as it provides a more detailed analysis of the learners' activity, engagement and evolution across different periods of time. The data collection was accomplished in SDN 94 Gresik in the academic year of 2024/2025 with 10 students as the participant by using saturated sampling considering there were few students in the class.

Observation, interview and documentation were the methods of data collection. Observations observed how students engaged with the Word Wall, how they developed vocabulary use, and how they engaged in writing tasks. The researcher acted as a participant-observer, so that the naturalistic behavior and classroom situation would be preserved. To elicit students' and their English teacher's experiences and perceptions of Word Wall media we conducted semi- structured interviews with students and their English teacher. Furthermore, pre- and post-intervention student writing samples were solicited and examined to determine improvement in vocabulary use as well as sentence formation.

Thematic Word Wall with vocabulary about spatial prepositions posted, The Word Wall was updated and thematically organized periodically. [The teaching object] was placed in the center of the classroom so that it was visible and could be interacted with. The vocabulary could be linked with images to support the meaning and encourage the memorisation. Students completed a number of writing tasks writing sentences such as those that appeared on the wall about the words written on the wall.

Data analysis was based on the Miles and Huberman (1984) interactive model: data reduction, data display and drawing of conclusions. This approach enabled the researcher to search for trends and patterns about students' vocabulary growth and writing progression. Triangulation was used to confirm the findings by checking across a range of data collected: observations, interviews, and documents.

For ethical research procedures, parental consent was acquired for all participants. Students enrolled were coded to ensure their anonymity and confidentiality. Participation was voluntary and students were advised of their right to discontinue at any time. The resulting research content the study was carried out in four weeks with one meeting per week designed for Word Wall activity. Since the classroom included just ten students, saturated sampling technique was used. The small number of participants in the current study might limit their generalizability, but it enabled detailed observation and follow-up of individual patients. The intervention incorporated a themed Word Wall into the standard English writing curriculum, with sentence generation tasks focused on prepositional sentence production.

Data triangulation was used among the different tools to guarantee validity, while thematic pattern analysis was undertaken to validate the findings. Although the work was rich in context it is only within a single educational setting and without quantitative comparison

RESULTS AND DISCUSSION

The findings of the present research indicate that using Word Wall has a significant effect in enhancing students' retention of vocabulary and formation of sentences with the preposition words. Putri and Lestari (2022) proves that Word - Wall can significantly improve student vocabulary championships. These results increase the argument that word barriers are effective, especially when learning English and when designing primary schools. Students also demonstrated an increase in all correctly generating both prepositional phrases and appropriate vocabulary during the intervention procedure. Pre- and post-test writing samples showed a development from isolated phrases to compound and complex sentences. creative, but shorter (e.g., …book table.)" progressed to and from more complete versions (e.g., The book is on the table).

Activity records showed that student involvement in Word Wall exercises was active. Students were constantly interacting with the words on the wall (using those which they chose again and again in their classwork or even writing) referring to those words when they were writing independently. According to Yunus et al. (2020) have proven effective in improving student vocabulary championships by repeatedly exposing and actively participating in visual context-based learning that the use of visual word walls in ESL classes is effective. Interviews supported this finding, with students noting that the visual presentation helped them to "remember words faster" and "write without getting stuck." These results indicate that the multimodal input from Word Wall is critical for decreasing cognitive load and promoting lexical retrieval.

The results are in line with Azizah (2024) who revealed use of digital vocabulary tools promoted active learning and enhanced syntactic output of EFL learners. Rahmawati and Pratama (2022) also found that visual scaffolding, specifically thematic word clusters, helped the realization of vocabulary in the descriptive writing of elementary school students. Furthermore, this study is consistent with Chong and colleagues (2023), who stressed that gamified learning applications resulted in increased vocabulary retention and sentence production in beginning EFL learning. These analogies add to the evidence that visual, interactive techniques, such as Word Wall, are both motivating and pedagogically effective.

What was also interesting was that over time as the new vocabulary was reused and familiar students who seemed initially reluctant to write gained confidence and began writing more creatively. This finding is in line with the constructivist

perspective that students develop knowledge better when they deal with concrete and meaningful materials (Bruner, 1966).

However, certain limitations were also found. The small number of patients and lack of multicenter participation may restrict the generalization of the results. Moreover, although the qualitative information indicates encouraging trends, as there is no specific measurement tool, progress is primarily reported narratively, not quantitatively. The next step will be to apply this approach to either experimental or mixed method designs for exploring the relative impact of Word Wall on different types of learners or language registers.

The findings of this study suggest that the regular inclusion of Word Wall as part of vocabulary instruction might help children build more precise, self-reliant, and confident sentence construction in elementary school. This thematic and interactive design can extend to the way the word wall is set up by teachers – not simply by making a word wall visually stimulating, but also by situating the vocabulary as part of the writing tasks completed in class. These results suggest transferring attention

CONCLUSION

This research has demonstrated that the implementation of Word Wall as a visual learning where can improve elementary students' vocabulary and students' ability in making sentences with prepositions. Offering continual sight exposure to thematic vocabulary, Word Wall actively engages, reinforces retention and promotes more organized and meaningful writing. These are highly important results for young learners who generally have problems with abstract grammar in terms of prepositions.

This study has significance Relating to teaching writing at an early stage as it demonstrates a relatively simple procedure to interface between the macro (i.e., vocabulary) and the micro (i.e., sentence structure) levels of writing. It concludes that visual and contextual resources can build inclusive and engaging writing spaces that have a positive impact on writing outcomes. In this context, the results that Word Wall application provided better language learning opportunities corroborates the preference of constructivist, learner- centered approaches in primary education and provides more impetus to extending and researching the Word Wall strategies in more contexts.

REFERENCES

Azizah, N. (2024). Enhancing vocabulary mastery through digital tools in writing procedural texts. Lingua Pedagogia,6(1),25–36. https://doi.org/10.31227/osf.io/azn3t

Bruner, J. S. (1966). Toward a theory of instruction. Cambridge, MA: Harvard University Press.

Chong, W. H., Tang, K. N., & Leong,

T. K. (2023). Gamification and visual tools for language learning: Impacts on motivation and vocabulary retention. Education and Information Technologies, 28,4421–4436. https://doi.org/10.1007/s10639-023- 11695-4

Harmer, J. (2007). The practice of English language teaching (4th ed.). Harlow: Pearson Education Limited.

Miles, M. B., & Huberman, A. M. (1984). Qualitative data analysis: A sourcebook of new methods. Beverly Hills, CA: Sage.

Rahmawati, D., & Pratama, A. R. (2022). The effectiveness of visual scaffolding to

improve vocabulary in EFL primary learners. Jurnal Pendidikan Bahasa,11(2),123–135. https://doi.org/10.21009/JPB.112.009

Sadieman, S., dkk. (2009). Media pendidikan: Pengertian, pengembangan dan pemanfaatannya. Jakarta: RajaGrafindo Persada.

Sugiyono. (2022). Metode penelitian kuantitatif, kualitatif, dan R&D (2nd ed.). Bandung: Alfabeta. Negeri Metro Lampung, Lampung.

Putri, Y. A., & Lestari, I. (2022). Improving Students' Vocabulary Mastery Through Word Wall Media at the Fourth Grade of Elementary School. Jurnal Pendidikan Bahasa Inggris Indonesia, 10(2), 45-55. (SINTA 2)

Yunus, M. M., Hashim, H., Embi, M. A., & Lubis, M. A. (2020). Visual Word Walls to Enhance ESL Vocabulary Learning. International Journal of Learning, Teaching and Educational Research, 19(11), 188–204. https://doi.org/10.26803/ijlter.19.11.11 (Scopus Q2)