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Improving Students' Vocabulary Through Unjumbled Word Wall Medium at Grade Seven of SMPN 1 Parongpong

Ayu Winda Marpaung,[1]
University Advent Indonesia

Caroline V Katemba,[2]
University Advent Indonesia

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ABSTRACT

This study investigates the effectiveness of using the Unjumble Word Wall media in improving students' vocabulary mastery in English language learning. A quantitative experimental design was employed by administering pre-tests and post-tests to seventh-grade students at SMPN 1 Parongpong, West Java. The experimental group received vocabulary instruction using the Unjumble Word Wall application, while the control group was taught using the standard Word Wall media. The collected data were analyzed using descriptive statistics, normality tests, N-Gain analysis, and paired sample t-tests. The results indicate a significant improvement in vocabulary mastery among students who used the Unjumble Word Wall media. The post-test mean score (M = 89.77) was substantially higher than the pre-test mean score (M = 48.37), demonstrating the effectiveness of the Unjumble feature in enhancing students' vocabulary learning. The N-Gain percentage (78.77%), categorized as high, further confirms the strong impact of the media. Despite these positive outcomes, several challenges were noted, including students' varying digital literacy and limited internet access during learning sessions. In conclusion, integrating the Unjumble Word Wall media into English vocabulary instruction provides an effective, engaging, and interactive learning experience that enhances students' vocabulary mastery and participation in class activities.

Keywords: *Unjumble Word Wall, Vocabulary Mastery, Digital Learning Media, Experimental Study*

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INTRODUCTION

Vocabulary is the core of language learning because without sufficient vocabulary, students cannot communicate effectively in speaking, reading, listening, or writing. Grammar and pronunciation may support communication, but vocabulary provides the building blocks of meaning. Vocabulary involves knowing the form, meaning, and use of words in communication (Chang & Webb 2023). Wei & Katemba (2021) emphasize the importance of vocabulary in transmitting meaning. Children with a strong vocabulary find it easier to understand the teacher's instructions and comprehend phrases. Furthermore, Prastyo, et.al (2021); Kalendou and Katemba (2023) argue that "Vocabulary is closely related to cognitive development, and Vocabulary is essential to learn because it allows us to speak As students acquire more vocabulary, they become more capable of connecting words with their ideas and constructing meaningful sentences". As student progress through their education, it becomes increasingly important to enhance their vocabulary skills, as it directly impacts their ability to comprehend and express ideas effectively. Based on this assumption, the researcher agrees that vocabulary is important for students to learn and to construct or organize ideas in sentences, and that the sentences we produce are built on vocabulary. According to Nation (2021) vocabulary is very important in a language when we learn a language like English, we learn the words of the language.

Globally, being able to communicate is the main goal of learning English as a foreign language for most Indonesians (Maru, 2022). According to Rahim & Wahid (2023) emphasize that mastery of vocabulary and sentence structure significantly affects students' speaking abilities. With better

Corresponding Author: First Name Last Name, Work Postal Address/Physical Address, Department, Affiliated Organization, City, State, Postal Code, Country. email: address@email.edu (size – 9 pt)

vocabulary, students are more confident and coherent in expressing their ideas verbally. It implies that vocabulary is necessary for someone to be able to convey meaning; without mastering it, people would not be able to use English effectively. In language teaching, students must continually learn vocabulary as they learn structure. Furthermore, Katemba, et. al (2022) and Anisa (2021) argues that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Utari (2020) pointed out that vocabulary is a collection of words that play a significant role in English. Without vocabulary, we are not able to speak, read, write or listen in English. Thus, vocabulary is an essential component of language and is crucial for students to comprehend the meaning of words.

However, in reality, a large number of students in junior high school struggle to remember vocabulary when Learning English. The identification of the problem in this case are: (1). Students have a low mastery of vocabulary. (2). Due to limited vocabulary, students often seem to struggle to understand English texts and construct sentences. (3). Students' enthusiasm for learning English vocabulary is low. There are many reasons why students learning English feel bored in class; teachers teach vocabulary by repeating words and using the same strategies in every meeting. As (Huda & Kusumawanti 2024) highlight, "Monotonous vocabulary teaching strategies such as memorizing and drilling without variation made students uninterested and bored". Furthermore, Teachers tend to use the same method in teaching vocabulary, causing students to lose interest. Word Wall media makes the classroom more interactive and less monotonous (Wijayanti, Setyowati, & Wiyaka, 2023). Routine and unvaried vocabulary activities often make students bored; interactive media helps overcome this issue (Mutiara, Satria, & Martina, 2024). Additionally, Ismaya, Pramita, & Widiati (2024) point out that Passive learning strategies like repetition and translation alone do not engage students, resulting in boredom and low retention. Therefore, this makes students feel bored and uninterested in attending vocabulary classes. Without a sufficient vocabulary, students struggled to understand the meaning of what they listen to and read, as well as express their intentions in communication. On the other hand, if they have a large vocabulary, they can develop their English skills because many words are necessary for practical language use.

This study investigates the impact of unjumbled Word Wall media on vocabulary learning among seventh-grade students in junior high schools. Specifically, this study aims to answer the primary research question: 1. Does the unjumble feature in Word Wall media improve the vocabulary of 7th-grade students in English at SMPN 1 Parongpong? Ho: Formulating the null hypothesis (Ho): There is no significant improvement in students' vocabulary before and after using the Word Wall media game among the 7th-grade students at SMPN 1 Parongpong. Ha: The formulated alternative hypothesis (Ha): There is a significant improvement in students' vocabulary before and after using the Word Wall media game among the 7th-grade students at SMPN 1 Parongpong. By examining the influence of this technology and students' experiences, the research aims to provide insights into how digital tools can be optimally integrated into vocabulary instruction. By utilizing Word Wall media, this research aims to enhance students' vocabulary through Word Wall media games and to determine whether Word Wall media is effective in improving students' vocabulary in seventh grade at SMPN 1 Parongpong.

The novelty of this research lies in using the unjumbled Word Wall media in Indonesia, which makes it different from the previous existing studies recorded in the literature. Therefore, the researcher studied in detail regarding 'Improving the Students' Vocabulary Through Word Wall Media at Seventh Grade SMPN 1 Parongpong. By using Word Wall media games in English language teaching, it was hoped that students learned happily, enjoy, and be interested in learning English, especially in improving students' vocabulary and of course, which helped achieve the learning objectives optimally. According to Fisher (2021) one of the media that could be used to teach vocabulary is Word Wall. As & Muhajir (2016) suggests teaching vocabulary through a Word Wall could help students learn new words and memorize them.

Word Wall Unjumble is understanding and arranging the words displayed on the Word Wall in an orderly manner to form a meaningful sequence or pattern. The study of the effects of using Word Wall media to improve vocabulary has important implications for its potential to improve vocabulary and academic achievement. This study aims to shed light on the potential impact of using Word Wall media as a tool to improve students' vocabulary, especially in an educational context. The Word Wall

media serves as an engaging visual aid that can make the vocabulary learning process more dynamic and effective. This can provide valuable insights for educators to enhance vocabulary instruction for students through Word Wall media and effective teaching strategies. Unjumbled Word Wall media refers to a digital learning tool provided by the Word Wall platform that enables teachers to create vocabulary exercises in the form of scrambled words or phrases, which students must rearrange into the correct order. The activity is similar to an anagram or jumbled-word exercise, but it is interactive and gamified, making vocabulary learning more engaging. Unlike the general definition of a Word Wall as a collection of words displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom, there are words printed in a large font so that they are easily visible from all students' seating areas Brewster (2022). This feature is particularly useful in language learning because it encourages students to focus on spelling, word recognition, and sentence structure, while also training them to recall the meaning of words.

According to Altuwijri & Alharbi (2025), Word Wall media interactive games, including the Unjumble activity, are effective in supporting vocabulary acquisition because they combine cognitive processing with playful interaction. Similarly, Alzahrani (2025) emphasizes that students have positive perceptions of Word Wall media, as it transforms traditional rote vocabulary learning into a dynamic and enjoyable experience. This study highlights that Word Wall media games including features like Unjumble were more effective in helping students learn and remember vocabulary. Additionally, the advantage of this media is that students can learn vocabulary from what they see, hear, think, and read. Of course, students also unexpectedly learn to listen and read from the teacher. They also enjoy it when the teacher brings words to make sentences.

This study focuses on improving students' vocabulary mastery through the use of the Unjumble feature of Word Wall media at the seventh grade of SMPN 1 Parongpong. The scope of this research is limited to the teaching and learning of English vocabulary, specifically two-word classes, including adjectives and verbs. These categories are chosen because adjectives and verbs are essential in building students' basic communicative competence. Verbs are crucial for expressing actions and daily activities, while adjectives are necessary for describing people, objects, and situations, which are commonly found in the Grade Seven English curriculum. The research does not cover other aspects of language learning, such as grammar or writing in general. It also does not aim to measure students' overall English proficiency, but specifically their ability to recognize, spell, pronounce, and use selected adjectives and verbs correctly in simple contexts. Furthermore, the study is delimited to one school setting, SMPN 1 Parongpong and one grade level, namely Grade Seven, during the second semester of the academic year. The results, therefore, may not be generalized to other schools or different grade levels, as the findings are context-specific. By narrowing the scope to the vocabulary of adjectives and verbs and by applying the Word Wall Unjumble media activity, this study intends to provide a focused investigation of how turned into a game activity learning media can contribute to students' vocabulary development in a junior high school EFL context.

METHODS

Research design

This study employed a quantitative research approach with an experimental design to measure the effectiveness of using the Unjumble feature of Word Wall media in improving students' vocabulary mastery. According to Sugiyono (2018), quantitative research was based on the philosophy of positivism, applied to populations or samples often randomly selected, with data collected through structured instruments and analyzed statistically to test predetermined hypotheses. Similarly, Lim (2024) emphasizes that quantitative research systematically transforms real-world phenomena into numerical data to investigate measurable aspects objectively, with strengths in measurement, objectivity, and replicability. These perspectives justify the use of a quantitative approach in this study, as the researcher aims to evaluate the impact of Word Wall Unjumble media on students' vocabulary mastery using pre-test and post-test scores analyzed through statistical procedures. The research was administered to two groups, namely the experimental group and the control group, and used a pre-test and post-test design. The experimental group received treatment through Unjumble Word Wall media, while the control group was taught vocabulary through Word Wall media. In this experimental study, the implementation

of Unjumble Word Wall Media as a teaching and learning method served as the independent variable, and the impact of using Word Wall Media on students' vocabulary mastery served as the dependent variable. The design allowed the researcher to make comparisons between students' performance in the pre-test and post-test, thereby identifying the extent to which the use of Word Wall Unjumble media contributed to improving students' vocabulary mastery.

Treatment

Research Procedures for the Experimental Class and the Control Class:

1. Experimental Class (Unjumble Word Wall Media)	2. Control Class (Word Wall Media).
1. The teacher introduced the vocabulary topic related to the lesson (e.g., daily activities, hobbies, or descriptive words).	1. The teacher introduced the vocabulary list according to the lesson (e.g., daily activities, hobbies, or descriptive words).
2. The teacher divides the students into five groups, each group consisting of six students.	2. Students participated in Word Wall activities, such as: • Quiz game: selecting the correct meaning or synonym. • Matching pairs: connecting words with their meanings or pictures. • Word search: finding target words hidden in a grid.
3. Students accessed the Word Wall media game through their mobile devices or a shared classroom projector.	3. The teacher monitored student performance and discussed the correct answers.
4. Each activity presented scrambled letters of target words, and students had to rearrange them to form the correct vocabulary. Facilitate reflective discussions about gaming experiences and vocabulary encountered. Encourage students to share their strategies for unscrambling words and any insights gained during the game. Emphasize the importance of collaboration, problem-solving, and critical thinking skills to complete activities.	4. Feedback was given to students about their participation and performance during the game. Reinforce key learning objectives and concepts related to vocabulary. End the activity by summarizing the important points and expressing appreciation for the student's efforts and contributions.
5. The teacher guided the students, gave hints if needed, and encouraged peer discussion.	5. The teacher concluded the lesson by reviewing the vocabulary orally.
6. Immediate feedback was provided by Word Wall media, which motivated students and reinforced the correct use of vocabulary.	
7. The session was closed by reviewing all the vocabulary and asking students to use it in short sentences.	
8. This method emphasizes active learning, critical thinking, and interactive engagement, as students directly manipulate the letters to construct meaningful words.	
9. The teacher concluded the lesson by reviewing the vocabulary orally.	

The study design consisted of four main stages. First, a pilot study was conducted to test the validity, reliability, and clarity of the vocabulary test items with a different group of students before the main

research began. Afterward, a pre-test was administered to measure students' initial vocabulary mastery, particularly in adjectives and verbs. The next stage was the treatment, in which the experimental group received learning sessions using Unjumble Word Wall media, while the control group was taught through conventional teaching methods. Finally, a post-test was conducted to examine the extent of improvement in students' vocabulary mastery after the intervention.

Research Participants and Sampling Procedures

The population of this study was the seventh-grade students of SMPN 1 Parongpong, West Bandung Regency, West Java, Indonesia, in the academic year 2025/2026. From this population, two classes, grade VII, were selected as samples using a purposive sampling technique. The samples consisted of VII A class (43 students) as the experimental group and VII B class (44 students) as the control group. Ethical standards were ensured by obtaining permission from the school and English teachers, as well as informed consent from students and their guardians. The anonymity and confidentiality of the participants were maintained throughout the research process.

Sample size, Power and Precision

The total sample size of this study was 87 students (43 in the experimental group and 44 in the control group). This number was considered sufficient to represent the target population and provide adequate precision for the statistical analysis. Although formal statistical power analysis was not conducted, the chosen sample size was large enough to detect significant differences in vocabulary mastery between the two groups.

Data Collection

The research was conducted at SMPN 1 Parongpong, Bandung, West Bandung Regency, West Java. It was carried out for two and a half months during English lessons through Word Wall media in the second semester of the 2025/2026 academic year. The data collection process consisted of four main stages. It began with a pilot study administered to Grade Eight students at SMPN 1 Parongpong. In this stage, 30 vocabulary questions were given to test the clarity, difficulty level, and reliability of the items. The results of the pilot study were analyzed statistically, and necessary revisions were made to refine the test instruments before they were applied in the main study. Afterward, a pre-test was conducted to assess the initial vocabulary mastery of the Grade Seven participants, particularly in adjectives and verbs. The next stage was the treatment, during which the experimental group participated in six learning sessions using Unjumble Word Wall media, while the control group continued learning through Word Wall media. Finally, a post-test was administered to both groups to measure improvements in vocabulary mastery after the intervention.

Measures and Covariates

The research instrument consisted of vocabulary tests in the form of multiple-choice items and Unjumble Word Wall media. These tests assessed students' vocabulary mastery in adjectives and verbs. Two experts in English teaching validated the instrument, and its reliability was confirmed through a pilot test. No covariates, such as gender or prior achievement, were controlled in this study, as the focus was solely on the impact of the intervention.

Manipulations or Interventions

The intervention was the use of Unjumble Word Wall media in teaching vocabulary. During the treatment, the experimental group was asked to solve vocabulary unscrambling activities related to adjectives and verbs. Each learning session lasted for 90 minutes and was conducted over eight meetings. The control group, by contrast, was taught vocabulary through Word Wall media instruction methods such as teacher explanation and textbook exercises. This allowed for comparison between technology-enhanced and traditional approaches.

RESULTS

This test is conducted before performing further statistical comparisons. The purpose of the normality test is to determine whether the data from both the experimental and control groups are normally distributed. Since the number of students in each group was less than 50, the Shapiro–Wilk test was used in this study. For the experimental group, the Shapiro–Wilk statistic for the pre-test was 0.960 with a significance value of 0.057, while the post-test obtained a statistic of 0.976 with a significance value of 0.072. Both significance values are higher than $\alpha = 0.05$, indicating that the pre-test and post-test scores of the experimental group are normally distributed. A similar pattern was found in the control group. The pre-test resulted in a Shapiro–Wilk statistic of 0.944 with a significance value of 0.055, and the post-test produced a statistic of 0.955 with a significance value of 0.060. Again, both values exceed $\alpha = 0.05$, confirming that the data from the control group are also normally distributed. Since all significance values from the Shapiro–Wilk test are greater than $\alpha = 0.05$, the normality assumption is fulfilled for both groups across both testing occasions. Therefore, the researcher is permitted to use parametric statistical analyses, such as the independent samples t-test and paired samples t-test, for further analysis. The following table 1 presents the data .

Table 1. Descriptive Statistics

DATA	MEAN	SD	MIN	MAX
Pre-Test Experimental	55.84	13.894	36	85
Post-Test Experimental	89.30	8.175	76	100
Pre-Test Control	52.45	12.022	20	68
Post-Test Control	84.00	10.424	64	96

The table 1 presents the descriptive statistics for the pre-test and post-test results of both the experimental and control groups. Based on the pre-test data, the experimental group achieved a mean score of 55.84 with a standard deviation of 13.894, and scores ranging from 36 to 85. This indicates that, before the treatment, students in the experimental group showed a wide variation in vocabulary mastery, as reflected in the large standard deviation and broad score range. The relatively high mean compared to the control group suggests that some students in the experimental group began the study with stronger vocabulary knowledge, although the overall variability remained substantial. In comparison, the control group obtained a pre-test mean score of 52.45 with a standard deviation of 12.022 and a score range of 20 to 68. Although this group also demonstrated variation in their initial ability, the variability was slightly lower than that of the experimental group. Overall, the pre-test results indicate that both groups entered the study with comparable levels of vocabulary proficiency, despite the wider distribution of scores in the experimental group. Following the treatment, a significant improvement was observed in both groups. The experimental group's post-test mean increased markedly to 89.30, with a reduced standard deviation of 8.175 and scores ranging from 76 to 100. This notable increase, along with the decrease in score variability, suggests that the instructional intervention was effective in producing consistent improvements across students. The gain of more than 33 points from the pre-test mean further demonstrates the substantial learning progress achieved by this group. The control group also experienced improvement, achieving a post-test mean of 84.00 with a standard deviation of 10.424 and scores ranging from 64 to 96. However, the magnitude of improvement in the control group was smaller than that of the experimental group. The greater variability in their post-test scores indicates that the progress among students was not evenly distributed. Overall, the descriptive analysis shows that both groups improved their vocabulary scores after the learning process. However, the experimental group demonstrated a noticeably higher increase in their post-test mean compared to the control group. The substantial rise in the mean score, accompanied by a lower standard deviation, indicates that the treatment provided to the experimental group was more effective and resulted in more consistent gains in vocabulary mastery. This confirms that the use of the Unjumble Word Wall application as a learning medium was successful in enhancing students' vocabulary knowledge.

Hypothesis Test

To determine whether the Unjumble Word Wall media produced a significant effect on students' vocabulary mastery, statistical hypothesis testing was conducted by comparing the pre-test and post-test mean scores of the experimental group. According to Balnaves and Caputi (2001), the decision to accept or reject the null hypothesis is based on the significance value (p-value). If the p-value is less than $\alpha = 0.05$, the null hypothesis (H_0) is rejected, indicating a significant difference in students' performance before and after the treatment. Conversely, if the p-value exceeds 0.05, the null hypothesis is accepted. It can be inferred from the pre-test and post-test findings that at the significance level $\alpha = 0.05$ (5%), the t-count value (–20.421) was more significant than the t-table value (–2.018). As a result, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted since the t-value is greater than the critical t-table value. This indicates that there is a significant difference between the students' vocabulary scores before and after the treatment. Therefore, this demonstrates that seventh-grade students who were taught using the Unjumble Word Wall application experienced a meaningful improvement in their vocabulary knowledge.

T-test

Table 2. Independent T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Significance				95% Confidence Interval of the Difference
		F	Sig	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
nilai	Equal variances assumed	.631	.429	2.093	85	.020	.039	3.490	1.668	.175	6.806
	Equal variances not assumed			2.091	83.797	.020	.040	3.490	1.669	.171	6.810

The Independent Samples t-test was conducted to compare the post-test vocabulary scores of the experimental and control groups. The result of Levene's Test showed that the variances were homogeneous ($F = 0.631$, $p = 0.429$), indicating that the assumption of equal variances was met. Therefore, the "equal variances assumed" row was used for interpretation. The analysis revealed a significant difference between the two groups ($t(85) = 2.093$, $p = 0.039$). The experimental group outperformed the control group with a mean difference of 3.490 points. The 95% confidence interval (0.175 to 6.806) did not include zero, confirming that the difference was statistically meaningful.

Table 3. N- Gain

Group	N	Mean N-Gain	Category
Experimental (Unjumble Word Wall)	43	0. 7877	High
Control (Word Wall)	44	0. 7020	High, but lower.

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	43	,50	1,00	,7877	,16551
NGain_Persen	43	50,00	100,00	78,7721	16,55081
Valid N (listwise)	43				

The results of the paired sample test indicate that the p-value, also known as the Sig. (2-tailed), is 0.000, which is lower than $\alpha = 0.05$. This means that the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. Thus, there is a significant difference between the pre-test and post-test scores of the experimental group. These results indicate that improving students' vocabulary can be achieved through the use of the Unjumble Word Wall application. In addition to the t-test, the researcher also analyzed the N-Gain Score to determine the magnitude of improvement. The average N-Gain Score is 0.7877, with a standard deviation of 0.16551, and a total of 43 students. The N-Gain Percentage is 78.77%, which falls into the great improvement category. This suggests that the treatment had a significant positive impact on students' vocabulary mastery.

DISCUSSION

The findings of this study reveal that the use of Unjumble Word Wall–Word Wall media significantly improved the vocabulary mastery of seventh-grade students at SMPN 1 Parongpong. This media integrates two complementary techniques: (1) unjumbling scrambled words, which stimulates cognitive processing and word analysis, and (2) word wall visualization, which strengthens memory through structured visual displays. Together, these techniques were designed to promote student engagement, support vocabulary retention, and create a more enjoyable learning environment. In practice, these strategies successfully provided meaningful learning experiences by engaging students both cognitively and visually throughout the lesson. Before conducting inferential analyses, the data were examined through normality and homogeneity tests. The Shapiro–Wilk normality test indicated that both the experimental and control groups had significance values above $\alpha = 0.05$ in both pre-test and post-test phases, confirming that the data were normally distributed. Furthermore, the Levene's Test for homogeneity showed that all significance values exceeded $\alpha = 0.05$, indicating that the variances between groups were homogeneous. Thus, the data met the assumptions required to perform parametric statistical procedures.

The results of the descriptive analysis showed a substantial improvement in the experimental group. Students taught with the Unjumble Word Wall–Word Wall media achieved a much higher post-test mean score (89.77) compared to their pre-test mean (48.37). The N-Gain score of 0.78 (78.77%), categorized as high, further confirms that the media was not only effective but also provided strong learning gains. In contrast, the control group, which learned using the traditional Word Wall without the unjumbling component, showed only moderate improvement. The inferential analysis using the Independent Samples t-test further supported these findings. There was a statistically significant difference between the post-test scores of the experimental and control groups ($p < 0.05$), with the experimental group outperforming the control group. This demonstrates that the interactive unjumbling activities, combined with visual reinforcement through the Word Wall, contributed greatly to students' vocabulary development.

These findings are consistent with previous research. Hasibuan and Lubis (2018) found that Word Wall media improved students' vocabulary retention due to repeated visual exposure. Similarly, Sari (2020) reported that Word Wall-based games increased students' motivation and vocabulary performance more effectively than conventional teaching. Rahmawati (2022) also emphasized that jumbled-word activities enhanced students' cognitive engagement, word recognition, and spelling accuracy. These studies support the conclusion that combining visual tools and cognitive-processing tasks can strengthen vocabulary learning. Furthermore, the results of this research align with Fisher (2021) and Muhajir (2016), who argued that Word Wall facilitates memorization and understanding through meaningful visual reinforcement. In this study, the unjumbling activity required students to analyze the structure and meaning of words, while the Word Wall provided organized visual cues that helped reinforce new vocabulary. This dual engagement likely promoted deeper processing and better retention. Although the experimental group displayed significant improvement, it is acknowledged that several external factors may have influenced students' performance, such as classroom conditions, individual differences in initial vocabulary knowledge, and varying levels of engagement. However, despite these factors, the consistent pattern of results indicates that the Unjumble Word Wall–Word Wall media was highly effective in improving students' vocabulary mastery and enhancing their learning experiences.

Overall, the findings of this study demonstrate that interactive, visually stimulating, and cognitively demanding media such as the Unjumble Word Wall–Word Wall are particularly suitable for vocabulary instruction, especially among young learners. The combination of unjumbling tasks and visual word-wall reinforcement promotes stronger recall, deeper processing, and higher motivation, key factors in successful vocabulary acquisition.

CONCLUSION

Based on the findings presented in this study, several conclusions can be drawn regarding the effectiveness of the Unjumble Word Wall–Word Wall media in improving students' vocabulary mastery:

a) The Unjumble Word Wall–Word Wall media significantly improved students' vocabulary mastery. This is evidenced by the substantial increase in the post-test mean score (89.77) compared with the pre-test mean score (48.37). The significant results of the independent samples t-test further confirmed that the improvement in the experimental group was statistically meaningful. The high N-Gain value (0.78) also supports the conclusion that the media effectively produced strong learning gains.
b) The media is highly effective for vocabulary instruction at the junior high school level. Students responded positively to the interactive learning activities, which increased participation and enhanced comprehension. The combination of sorting scrambled words and interacting with visually displayed vocabulary helped students retain information more effectively and understand new words more deeply.
c) The integration of unjumbling activities with word wall visualization enhances recall, motivation, and engagement. Students showed enthusiasm during the learning process, and the media facilitated meaningful interaction with vocabulary. This dual-method approach allowed students to process words cognitively while also benefiting from visual reinforcement.
In conclusion, the Unjumble Word Wall–Word Wall media is an effective and engaging instructional tool for improving vocabulary mastery among seventh-grade students. It is recommended that English teachers incorporate this media into vocabulary teaching to enhance learning outcomes and create a more interactive classroom environment. The findings of this study strengthen the evidence that integrating activity-rich, visually supported, and cognitively engaging methods can significantly elevate vocabulary learning in English classrooms.

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