

**USING WORDWALL APPLICATION TO IMPROVE
VOCABULARY MASTERY AT THE TENTH GRADE
STUDENTS OF MA DARUNNAJAH TIMAMPU**

A Thesis

*Submitted to the English Language Education Study Program of Tarbiyah
and Teacher Training Faculty of the State Islamic University of Palopo for an
Undergraduate Degree of English Education*



Thesis By:

AULIA ZASKIA

Reg. Num 2102020041

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO
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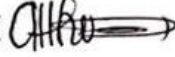
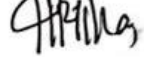
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This thesis entitled “Using Wordwall Application to Improve Vocabulary Mastery at the Tenth Grade Students of MA Darunnajah Timampu” written by Aulia Zaskia, Registration Number 2102020041, the student of English Language Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo, has been examined and defended in *Munaqasyah* Session which is carried out on Wednesday, September 24th 2025/Rabiul Awal. 1447 H. It has been approved by the examiner as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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The researcher hopes this research can benefit the author personally, readers, and teachers.

Finally, the researcher realizes that this thesis is far from perfect. Therefore, the researcher welcomes criticism and suggestions for future improvements.

The Research

A handwritten signature in black ink, appearing to read 'Aulia Zaskia', with a stylized, cursive script.

Aulia Zaskia

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ABSTRAK

Aulia Zaskia, 2025. "*Penggunaan Aplikasi Wordwall untuk Meningkatkan Penguasaan Kosakata Siswa Kelas 10 MA Darunnajah Timampu.*" Skripsi Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh St. Hartina dan Nurhayati Usman.

Penelitian ini bertujuan untuk mengkaji efektivitas penggunaan aplikasi *Wordwall* dalam meningkatkan penguasaan kosakata siswa kelas X di MA Darunnajah Timampu. Penelitian ini menggunakan desain eksperimen semu dengan model satu kelompok *pre-test* dan *post-test*, melibatkan 22 siswa yang dipilih melalui teknik *purposive sampling*. Data dikumpulkan melalui tes kosakata yang mencakup soal pilihan ganda, menjodohkan, menerjemahkan, dan mengklasifikasikan. Perlakuan diberikan selama empat sesi pembelajaran, masing-masing memperkenalkan fitur interaktif *Wordwall* yang berbeda guna meningkatkan partisipasi siswa dalam mempelajari kata kerja dan kata benda. Hasil analisis menunjukkan adanya peningkatan signifikan dalam penguasaan kosakata siswa, dengan rata-rata skor meningkat dari 66,13 pada *pre-test* menjadi 82,27 pada *post-test*. Uji-t sampel berpasangan menunjukkan bahwa peningkatan tersebut signifikan secara statistik ($p < 0,05$), yang mengonfirmasi dampak positif penggunaan *Wordwall* terhadap penguasaan kosakata. Penggunaan aplikasi ini terbukti mendukung pembelajaran aktif, meningkatkan keterlibatan siswa, serta menyediakan aktivitas yang bervariasi dan menyenangkan untuk meningkatkan retensi kosakata. Dengan demikian, *Wordwall* merupakan alat digital yang efektif dalam pembelajaran kosakata bahasa Inggris dan direkomendasikan untuk diintegrasikan ke dalam kegiatan pembelajaran guna menciptakan lingkungan belajar yang lebih interaktif dan memotivasi.

Kata Kunci: Aplikasi *Wordwall*, Penguasaan Kosakata, Media Pembelajaran Digital, Pembelajaran Bahasa Inggris, Penelitian Eksperimen

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ABSTRACT

Aulia Zaskia, 2025. *"Using Word wall Application to Improve Vocabulary Mastery at The Tenth Grade Students of MA Darunnajah Timampu"* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo. Supervised by St. Hartina and Nurhayati Usman.

This study aims to examine the effectiveness of using the Wordwall application in improving the vocabulary mastery of tenth-grade students at MA Darunnajah Timampu. The research employed a quasi-experimental design with a one-group pre-test–post-test model, involving 22 students selected through purposive sampling. Data were collected using a vocabulary test consisting of multiple-choice, matching, translation, and classification items. The treatment was conducted over four instructional sessions, each introducing different interactive features of Wordwall to enhance student participation in learning verbs and nouns. The analysis results show a significant improvement in students' vocabulary mastery, with the mean score increasing from 66.13 on the pre-test to 82.27 on the post-test. A paired-sample t-test confirmed that the improvement was statistically significant ($p < 0.05$), demonstrating the positive impact of Wordwall on vocabulary acquisition. The use of this application supports active learning, boosts student engagement, and provides varied, enjoyable activities that improve vocabulary retention. Therefore, Wordwall is proven to be an effective digital tool for English vocabulary learning and is recommended for integration into classroom activities to create a more interactive and motivating learning environment.

Keywords: Wordwall Application, Vocabulary Mastery, Digital Learning Media, English Language Learning, Experimental Research

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الملخص

أوليا زاسكيا، ٢٠٢٥. "استخدام تطبيق *Wordwall* لتحسين إتقان المفردات لدى طلبة الصف العاشر في المدرسة العالية دار النجاح تيمامبو". رسالة جامعية، في شعبة تدريس اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية فالوفو. بإشراف: ستي هارتينا، ونور حياي عثمان.

يهدف هذا البحث إلى دراسة فعالية استخدام تطبيق *Wordwall* في تحسين إتقان المفردات لدى طلبة الصف العاشر في المدرسة العالية دار النجاح تيمامبو. استخدم البحث تصميمًا شبه تجريبي بنموذج مجموعة واحدة باختبار قبلي وبعدي، وشارك فيه ٢٢ طالبًا تم اختيارهم باستخدام أسلوب العينة الهادفة. وقد جُمعت البيانات من خلال اختبار المفردات الذي شمل أسئلة اختيار من متعدد، وأسئلة المطابقة، والترجمة، والتصنيف. نُفذ التدخل التعليمي في أربع جلسات، حيث قُدِّم في كل جلسة استخدام ميزة تفاعلية مختلفة من تطبيق *Wordwall* لتعزيز مشاركة الطلبة في تعلم "الأفعال" و"الأسماء". وأظهرت نتائج التحليل وجود تحسن ملحوظ في إتقان المفردات، حيث ارتفع متوسط الدرجات من (٦٦,١٣) في الاختبار القبلي إلى (٨٢,٢٧) في الاختبار البعدي. كما أظهر اختبار-تي للعينات المترابطة أنَّ هذا التحسن ذو دلالة إحصائية ($p < 0,05$)، مما يؤكد الأثر الإيجابي لاستخدام *Wordwall* في تعلم المفردات. لقد أثبت استخدام هذا التطبيق أنه يدعم التعلم النشط، ويزيد من تفاعل الطلبة، ويوفر أنشطة متنوعة وممتعة تُسهم في تعزيز الاحتفاظ بالمفردات. وبذلك يُعتبر *Wordwall* أداة رقمية فعّالة في تعليم مفردات اللغة الإنجليزية، ويوصى بدمجه في الأنشطة التعليمية من أجل خلق بيئة تعلم أكثر تفاعلية وتحفيزًا.

الكلمات المفتاحية: تطبيق *Wordwall*، إتقان المفردات، الوسائل التعليمية الرقمية، تعليم اللغة الإنجليزية،

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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the most important language components that must be taught to students while learning English as a foreign language. Students cannot master English without mastering vocabulary. Most students struggle with language learning because their vocabulary knowledge is still limited. As a result, they often face difficulties understanding materials clearly or expressing their ideas.¹ It is supported by Schmitt and Schmitt, who state that vocabulary is central to language proficiency since it determines how well students can speak, listen, read, and write. Students with extensive vocabulary can learn more easily, while those with limited vocabulary often struggle to comprehend materials, read and listen effectively, and speak fluently. Therefore, vocabulary mastery is essential for students who want to succeed in learning English.²

The translation of the Qur'an reveals the importance of vocabulary in the glorious Surah Al-Alaq, verses 1–5.

أَفْرَأَ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَفْرَأَ وَرَبُّكَ
الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

¹Nofita Tamba, Fiber Yun Almanda Ginting, and Anna Stasya Prima Sari, "Improving Students' Vocabulary Mastery Through the Application of Word Wall Strategy to the Tenth Grade Students of SMA GKPI Pamen Medan," *Kairos Elt Journal* 6, no. 1 (2022): 47–57, <https://ejournal.ust.ac.id/index.php/KAIROS/article/view/2154>.

²Norbert Schmitt and Diane Schmitt, *Vocabulary in Language Teaching* (Cambridge University Press, 2020), <https://books.google.co.id/books?hl=id&lr=&id=jILoDwAAQBAJ>.

*The meaning: "Read in the name lord who created. Created man from a clot. Read and the lord is the most bounteous. Who taught by the pen. Teacher man that which he knew not."*³

Teachers need to create a supportive and engaging learning environment in learning a language so that students do not feel bored. One effective way to achieve this is through the use of learning media. Learning media serve as tools that help teachers deliver materials more effectively and make it easier for students to understand the lessons. Moreover, appropriate learning media can make the teaching and learning more meaningful and enjoyable. By integrating media into instruction, teachers can increase students' motivation and support the development of their language skills, listening, speaking, reading, and writing, with a particular emphasis on improving vocabulary mastery.⁴

Developing learning media that can be applied in the learning process. Teachers can make various learning media more creative, effective, and interesting. In other words, students can easily understand the material in fun ways. Learning media based on technology also closely affects students because they use gadgets daily. Therefore, through the technology learning media, the teacher also introduces to the students that they can take many advantages from using gadgets, especially in this case, for learning English and improving their vocabulary. Therefore, this study uses technology-based learning media, which uses the Wordwall application.

³Departemen Agama RI, *Al-Qur'an Dan Terjemahnya* (Jakarta: Lajnah Pentashihan Mushaf Al-Qur'an, 2019).

⁴Brian Tomlinson, *Developing Materials for Language Teaching* (Bloomsbury Publishing, 2023), https://books.google.co.id/books?hl=id&lr=&id=aZG_EAAQBAJ.

Based on preliminary observations at MA Darunnajah Timampu, it was found that students' vocabulary mastery is still limited. This problem arises because English learning in the classroom tends to be less engaging, and the media teachers use does not sufficiently support vocabulary development. The lack of vocabulary reduces students' interest in learning and negatively affects their communication skills and academic achievement. Therefore, strategic efforts are needed to enhance vocabulary mastery through more innovative approaches. Considering that the teaching media available at the school are still limited and the use of information technology in learning remains minimal, there is an urgent need to develop interactive, technology-based media. For this reason, the present research applies the Wordwall application as an alternative solution to improve students' vocabulary mastery at MA Darunnajah Timampu.

Wordwall is an interactive browser-based application designed as a learning medium and an assessment tool.⁵It provides various templates that teachers can easily adapt for classroom use and sample activities that offer new users ideas for creative implementation. One of its distinctive features is the ability to create quiz-based games that make learning more engaging. For instance, in vocabulary teaching, teachers can design activities such as matching words with pictures, identifying parts of speech, or connecting keywords with their meanings. The system also displays scores at the end of each activity, allowing students to monitor their progress. Through these game-like tasks, learners acquire new vocabulary in a fun and motivating way, while teachers

⁵Emira Shafwa and Ade Hikmat, "The Effectiveness of Evaluation of Mathematics Learning Using Wordwall Media in Elementary School," *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 5, no. 3 (2023): 1–12, <https://doi.org/10.37680/scaffolding.v5i2.3406>.

benefit from increased creativity and flexibility in designing lessons that students can truly enjoy.

Based on the description above, this study proposes a solution to overcome those problems by delivering English vocabulary learning using Wordwall educational gaming media in the goal of boosting English vocabulary mastery.

Based on the explanation above, the researcher wants to research whether the Wordwall Application effectively improves students' vocabulary mastery. Therefore, the researchers conducted the research under "Using Wordwall Application to Improve Vocabulary Mastery at the Tenth Grade Students of MA Darunnajah Timampu".

B. Research Question

Based on the background above, the research question is: "Does the use of Wordwall Application improve students' vocabulary mastery of tenth-grade students at MA Darunnajah Timampu?"

C. Objective of the Research

Based on the problem statement above, the objective of the research is to find out whether or not the use of the Wordwall Application improves the vocabulary mastery of tenth-grade students at MA Darunnajah Timampu.

D. Scope of the Research

This research is limited to students at the tenth grade of MA Darunnajah Timampu. It specifically focuses on using the Wordwall Application in teaching English vocabulary, emphasizing students' mastery of verbs and nouns. In the implementation, the researcher employed several interactive features of the

Wordwall Application, namely *Match Up*, *Spell the Word*, *Open the Box*, and *Unjumble*, which were designed to enhance students' vocabulary learning engagingly and interactively.

E. Definition of Terms

1. Vocabulary

Vocabulary is defined as the collection of words that students need to master in learning English to support their understanding and communication skills. Learning English refers to the process of acquiring English language skills, including listening, speaking, reading, and writing, to enable students to use the language in daily life and academic contexts. Wordwall is a web-based application that provides interactive and game-like activities which are used as learning media to help students practice and improve their vocabulary in an enjoyable and effective way.

2. Wordwall

Wordwall is a browser-based application that provides interactive, game-like activities for learning and assessment. In English learning, it is used as a medium to practice vocabulary through quizzes, matching, and other engaging tasks, making the process more enjoyable and effective.⁶

⁶Syafiqah Hasram et al., "The Effects of WordWall Online Games (WOW) on English Language Vocabulary Learning Among Year 5 Pupils," *Theory and Practice in Language Studies* 11, no. 9 (2021): 1059–66, <http://dx.doi.org/10.17507/tpls.1109.11>.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Tamba, Ginting, and Sari in their research entitled “*Improving Students' Vocabulary Mastery Through The Application of Wordwall Strategy to The Grade Students of SMA GKPI Pamen Medan.*” The subject of this study is the students of Class X A of SMA GKPI Pamen Medan in the Academic Year of 2017/2018. The researcher conducted this study by applying Classroom Action Research (CAR), which was carried out in two cycles (Cycle I and Cycle II), each consisting of three meetings, excluding the pre-test and post-test. The results of vocabulary tests showed that the mean of the students' score increased continuously from pre-test is 59 with 15% of students who got score >75, in formative test in cycle I, which was 67.63 with 45% of students who got score >75, and in the post-test which was 83.33 with 91% of students who got scores>75. It showed a significant mean score increase from pre-test to post-test, about 76%.⁷

Ali in their research “Improving Students' Vocabulary Mastery through Wordwall Method at Ninth Graders of SMPN 1 Mamuju” was a classroom action research (CAR). This research aimed to determine students' vocabulary mastery, especially its application in a correct sentence pattern, using the Word Wall method with the ninth-grade students of SMP Negeri 1 Mamuju. This research

⁷Nofita Tamba, Fiber Yun Alminda Ginting, and Anna Stasya Prima Sari, “Improving Students' Vocabulary Mastery Through the Application of Word Wall Strategy to the Tenth Grade Students of SMA GKPI Pamen Medan,” *Kairos Elt Journal* 6, no. 1 (2022): 47–57, <https://ejournal.ust.ac.id/index.php/KAIROS/article/view/2154>.

consisted of three cycles. Thirty students in one class followed this research. The result showed an improvement in the students' vocabulary. The researcher observed a 49.25% improvement in the students' average score in the first cycle, increasing from 34.83% in the diagnostic test. Then, it improved more in the second cycle by 60.8% and more in the third cycle, which achieved 68.25%. However, despite improving the students' average score after applying the three cycles, it is still unsuccessful in achieving the Minimum Completeness Criteria (MCC) of the subject, which was 75.⁸

Amalia and Novianti in their research entitled *"Improving Students' Vocabulary Mastery by Using Wordwall Media of Fourth Grade of MI Bahrul Ulum Kebondalem in Academic Year of 2018/2019."* This type of research was Classroom Action Research (CAR), which has four steps: planning, implementing, observing, and reflecting. The subjects in this study were 22 fourth-grade students at MI Bahrul Ulum Kebondalem. The researcher collected the data in this study using a test. Test to find out the improvement of student abilities. The researcher researched two cycles. The researcher conducted each cycle in two meetings. From all the teaching strategies, there was an improvement from the preliminary study in cycle one and cycle 2. Based on cycle 1, it was 63% as the mean; in the second cycle, the mean was 82%. The result also showed that the students can learn vocabulary more than in the preliminary study. It was a

⁸Syahban Mada Ali, "Improving Students' Vocabulary Mastery through Word Wall Method at Ninth Graders of SMPN 1 Mamuju," *Edumaspul: Jurnal Pendidikan* 3, no. 1 (2019): 1–7.

success, with the correct spelling and meaning, and they made good progress in each cycle.⁹

Fatimah S in her research entitled “*Students’ Vocabulary Mastery through Wordwall at SMPN 44 Surabaya.*” This study used classroom action applied to 40 students of class 7-D as the research subjects. The researcher applied the Word Wall strategy in three meetings in two cycles. The researcher used the students' test results to measure the improvement of their vocabulary achievement. This study showed increased students' vocabulary mastery, as evidenced by the results of the tests. The average pre-test score was 50, and the average post-test score in cycle I increased to 70. Then, the average post-test in cycle II increased significantly to 93. The researcher ended the research at Cycle II after achieving the success criteria of 82.5%. The research found a significant increase in students' vocabulary mastery after applying Wordwall.¹⁰

Majid and Akhsanin conducted research entitled “*Using Wordwall to Improve Students’ Vocabulary for the 4thGrade at Elementary School.*” In this research, the researcher used the Class Action Research, which consists of four procedures in each cycle: planning, action, observation, and reflection. The results showed that the average score of students before using the word wall was 63, which then increased in the first cycle to an average score of 74, with an increase

⁹Amalia and Novianti, “Improving Students’ Vocabulary Mastery by Using Wordwall Media of Fourth Grade of MI Bahrul Ulum Kebondalem in Academic Year of 2018/2019” (Perpustakaan STKIP, 2023).

¹⁰Siti Fatimah, “Students’ Vocabulary Mastery through Word Wall at SMPN 44 Surabaya,” *JournEEL (Journal of English Education and Literature)* 2, no. 2 (2020): 22–33, <https://doi.org/10.51836/journeel.v2i2.166>.

of 17%. Then, the second cycle was carried out, which showed that the average score of students increased by 21% from the first cycle.¹¹

This research shares similarities with previous studies' focus on improving students' vocabulary mastery through Wordwall. Like the earlier studies, this research emphasizes the effectiveness of interactive learning media in enhancing students' ability to acquire and retain new vocabulary. Moreover, both this study and the previous ones demonstrate that Wordwall can increase students' motivation, engagement, and performance in vocabulary learning.

Despite these similarities, this research differs from the previous studies in several important aspects. First, the research design is distinct: while most earlier studies employed Classroom Action Research (CAR), this study adopts a true experimental design with a one-group pre-test and post-test model, aiming to provide more valid and generalizable findings. Second, the sample in this study consists of tenth-grade students at MA Darunnajah Timampu, whereas prior research involved participants from various educational levels, such as junior high school, senior high school, and elementary school. Third, this study specifically integrates online features of the Wordwall application (e.g., Match Up, Spell the Word, Open the Box, Unscramble), while many previous studies utilized Wordwall in more traditional or offline settings. Finally, this research emphasizes statistical analysis (t-test and effect size) to measure the significance and magnitude of the treatment effect, while earlier studies relied more heavily on descriptive improvement across cycles.

¹¹Sulis Hi Majid and Nur Rifai Akhsan, "Using Word Wall to Improve Students' Vocabulary for the 4th Grade at Elementary School," *International Social Sciences and Humanities* 2, no. 1 (2022): 229–35, <https://doi.org/10.32528/issn.v2i1.140>.

In the research conducted, the use of wordwalls as a method to improve students' vocabulary can help students to understand and remember new words better. Wordwalls help students visualize words and understand the context in which they are used. Thus, you can contribute to developing more effective and efficient vocabulary learning methods. In addition, researchers can also help teachers and educators understand how to use wordwalls as a method to improve vocabulary skills.

B. The Theoretical Literature

1. Vocabulary Mastery

a. Definition of Vocabulary

Vocabulary is one of the most crucial aspects of language for students. Vocabulary mastery is the information gained by learning English, especially for beginners. According to Ferris and Hedgcock, vocabulary is a component of language knowledge that provides a foundation for students to speak well, listen, read, and write. Therefore, vocabulary is a crucial factor influencing the four English abilities of hearing, speaking, reading, and writing.¹² If a student's vocabulary is limited, it might be difficult for them to comprehend material. It is easier to understand many things if students master vocabulary.¹³

According to Nation & Newton, vocabulary is the study of words and their meanings. teachers can use the Wordwall application to teach how to pronounce

¹²Dana R. Ferris and John S. Hedgcock, *Teaching L2 Composition: Purpose, Process, and Practice*, 4th Editio (New York: Routledge, 2023), <https://doi.org/10.4324/9781003004943>.

¹³Anissa Afidah and Moch Imam Machfudi, "Students' Difficulties in Mastery Vocabulary," *The CREW Journal (Critical Review of English-Arabic World Journal)* 1, no. 1 (2022): 1–13, <https://doi.org/10.35719/crewjourna>.

words and how to use them in context. It means that students learning vocabulary orally can speak in good pronunciation and use it daily.¹⁴

Vocabulary mastery is an important aspect in English education. A broad and accurate vocabulary can help students understand and express ideas more effectively in various communicative situations. Vocabulary mastery is also closely related to other language skills, such as listening, speaking, reading, and writing. In English education, vocabulary mastery is very important because it can help students understand complex texts, express ideas more effectively, and communicate more fluently. Also, mastering vocabulary can help students improve their listening, speaking, reading, and writing abilities.

b. Types of Vocabulary

Generally, our vocabulary can be divided into passive and active groups. Passive vocabulary contains all the words you understand when you read or listen, which you do not use (or cannot remember) in your writing and speaking. Active vocabulary is all the words you understand and can use yourself. Our active vocabulary, in English and your language, is probably much smaller than our passive vocabulary.

In learning vocabulary, some types are always used by learners as follows:

1) Reading Vocabulary

A person's reading vocabulary is all the words they can recognise when reading. It is a large type of vocabulary simply because it includes the other.

¹⁴Jonathan M. Newton and Ian SP Nation, *Teaching ESL/EFL Listening and Speaking* (Routledge, 2020), <https://doi.org/10.4324/9780429203114>.

2) Listening Vocabulary

A person's reading vocabulary is all the words they can employ in writing.

Unlike the previous two types of vocabulary, the user stimulates the writing vocabulary through use.

3) Writing Vocabulary

A person's reading vocabulary is all the words they can employ in writing.

Unlike the previous two vocabulary types, users stimulate their writing vocabulary through active use.

4) Speaking Vocabulary

A person's reading vocabulary is all they can use in speech. Although slight and unintentional, this misuse may be compensated for by facial expression, tone of voice, or hand gestures.

Vocabulary is necessary to help students have something to hang on to when learning any subject. Vocabulary also has many classifications, as suggested by some experts. According to Frank Boers, there are two:¹⁵

1) Active Vocabulary (Productive Vocabulary)

Productive vocabulary is the language that someone consistently uses while writing or speaking.

2) Passive Vocabulary (Receptive Vocabulary)

Receptive vocabulary is a list of words students may not know, but they can understand when they read or listen to them. Students often use these words and are frequently unfamiliar with them.

¹⁵Frank Boers, "Glossing and Vocabulary Learning," *Language Teaching* 55, no. 1 (2022): 1–23, <https://doi.org/10.1017/S0261444821000252>.

English grammar: There are eight types of words as elements of a sentence, namely: noun, adjective, verb, pronoun, adverb, preposition, conjunction, and interjection. In this case, the researcher only discusses nouns, verbs, and adjectives, based on the scope of the problem before.¹⁶

1) Noun

Nouns are one of the most important parts of speech. Its arrangement with the verb helps form the sentence core, essential to every complete sentence. In addition, it may function as the chief or “head” word in many structures of modification.¹⁷ A noun is a word used to describe people, places, animals, or things. In addition, a noun is a word that shows people, things, places, plans, animals, ideas, etc.¹⁸

There are five kinds of nouns:

a) Abstract nouns

An abstract noun is a noun that cannot be perceived through the five senses.

Example: ability, address, enemy, holiday, neighbour, party, place, sentence, song, support, theory, time, title, voice, wedding.

b) Common noun

¹⁶James Champlin Fernald, *English Grammar Simplified* (The Readers Paradise, 2021), <https://books.google.co.id/books?hl=id&lr=&id=v4waEAAAQBAJ>.

¹⁷Justin B. Kueser and Arielle Borovsky, “Complex Meanings Shape Early Noun and Verb Vocabulary Structure and Learning,” *Canadian Journal of Experimental Psychology* 79, no. 1 (2025): 85–97, <https://psycnet.apa.org/doi/10.1037/cep0000355>.

¹⁸Rezvan Ghalebi, Firooz Sadighi, and Mohammad Sadegh Bagheri, “Vocabulary Learning Strategies: A Comparative Study of EFL Learners,” *Cogent Psychology* 7, no. 1 (2020), <https://doi.org/10.1080/23311908.2020.1824306>.

A noun is a type, class of things, place, etc. Example: baked, bell, book, bowl, broom, chair, comb, erase, flag, knife, magazine, table, towel, tree, umbrella, window.

c) Proper noun

A proper noun is the name of a person, place, etc., that is special for it. Proper nouns always use a capital letter. Example: boy, captain, dentist, government, king, lawyer, visitor, bathroom, castle, classroom, harbour, jail, restaurant, village.

d) Collective noun

The name of a group or corps is assumed to be one unit or gathering of its members. Example: a team, a convoy, a committee, a troop, etc. Material noun

It is a name that shows nouns where they happened, namely, it does not come from people. Example: gold, water, grass, fish, blood, sand, wood, time, air, cloud, rain, land, mountain, ocean, forest, leaf.¹⁹

2) Adjective

An adjective is a word used to give characteristics of a thing. Writers place it before a noun. There are eight kinds of adjectives:

a) Descriptive Adjective

A descriptive adjective is an adjective that explains a noun, a condition, or someone's characteristic, animal, etc. Example: angry, bored, excited,

¹⁹Kersti Börjars and Kate Burridge, *Introducing English Grammar*, 3rd Edition (London: Routledge, 2019), <https://doi.org/10.4324/9780429023293>.

funny, hungry, late, sad, shy, sick, sleepy, stupid, thirsty, tired, big, clean, dirty.²⁰

b) Numeral adjective

The numeral adjective is an adjective that indicates or shows the quantity of something. It is divided into three types: cardinal numbers, ordinal numbers, and fractions.

c) Quantitative adjective

Quantitative adjective is an object that indicates the number of something, or an adjective that indicates how much/ many things we mean; they are many, much, a lot, lots of, a great many, a great deal of, few, little, etc.

d) Demonstrative adjective

A demonstrative adjective is used to show something, animals, or people that we mean. There are two kinds of demonstrative adjectives: definite demonstrative adjectives and indefinite demonstrative adjectives.

e) Proper adjective

A proper adjective is an adjective that we use to indicate a proper noun. Generally, it begins with a capital letter, for example, the country's name.

f) Interrogative adjective

An interrogative adjective is an adjective that is used as a question. It is used as a noun. Example:

(1) Whose car is that?

(2) Which book do you mean?

²⁰Ilse Depraetere and Chad Langford, *Advanced English Grammar: A Linguistic Approach* (Bloomsbury Publishing, 2025), <https://books.google.co.id/books?hl=id&lr=&id=dPdmeQAAQBAJ>.

(3) What good is this?

g) Possessive adjective

A possessive adjective is an adjective used to indicate possession of something. For example: my, on, your, their, his. Etc.

h) Distribute adjective

A distributive adjective shows that the noun we mean is of any kind. For example: each, every, either, neither, etc.

3) Verb

The verb is the most complex part of speech. It's very in arrangements with nouns determine the different kinds of sentences: statements, questions, commands, exclamations. A verb is words that show a job, act, behavior, or activity. In English grammar, we can group verbs into several classes:²¹

a) Infinitive verb

An infinitive verb is divided into two kinds:

(1) Infinitive without to. For example, to buy, to cry, to make, etc.

(2) Infinitive without to. For example, drive, sleep, skill, speak, learn, etc.

b) Regular and irregular verbs

A regular verb is a verb that follows the nominal form by adding “d” or “ed” to form the past tense and past participle. Examples:

²¹Bryan A Garner, *Legal Writing in Plain English: A Text with Exercises* (University of Chicago Press, 2023), <https://books.google.co.id/books?hl=id&lr=&id=qfHNEAAAQBAJ>.

Table 2.1

Invite	Past Tense	Past Participle
Help	Helped	Helped
Need	Needed	Needed
Answer	Answered	Answered
Call	Called	Called
Appear	Appeared	Appeared
Defeat	Defeated	Defeated
Enjoy	Enjoyed	Enjoyed ²²

An irregular verb is a verb that does not follow the rule; the learner may memorize it well. Examples:

Table 2.2

Invite	Past Tense	Past Participle
Arise	Arose	Arisen
Beat	Beat	Beaten
Bay	Bought	Bought
Eat	Ate	Eaten
Become	Became	Become
Bring	Brought	Brought
Drink	Drank	Drunk ²³

c. The Importance of Vocabulary

Vocabulary is one of the important aspects of languages, because vocabulary is the core of language teaching and learning. Learners can produce many spoken and written sentences by mastering the vocabulary. Therefore,

²²Ilse Depraetere and Chad Langford, *Advanced English Grammar: A Linguistic Approach* (Bloomsbury Publishing, 2025), <https://books.google.co.id/books?hl=id&lr=&id=dPdmEQAAQBAJ>.

²³Ilse Depraetere and Chad Langford, *Advanced English Grammar: A Linguistic Approach* (Bloomsbury Publishing, 2025), <https://books.google.co.id/books?hl=id&lr=&id=dPdmEQAAQBAJ>.

vocabulary mastery must be the priority in English language teaching and learning. Vocabulary is the collection of words that an individual knows.²⁴

The basic teaching of English concerns the students' abilities to use four language skills and components. In language skills, the learners need a large vocabulary because it plays an important role in learning. Without having a large vocabulary, it is impossible to build communication. They find difficulties in understanding what other people think.

d. Teaching Vocabulary

Vocabulary is very important for second language learners; only with sufficient vocabulary can learners effectively express their ideas in oral and written form. Thus, they should know how to expand their vocabulary to improve their interest in learning the language. Language teachers should possess considerable knowledge of managing an interesting classroom so that the learners can succeed in their vocabulary learning.

Experts of vocabulary classified many kinds of vocabulary that the student should know. According to Masrai and Milton, two kinds of vocabulary exist. The first is productive vocabulary, which refers to terms students can understand to communicate well and write effectively. Because learners may use the term to convey themselves to others, productive vocabulary might become an active learning process. The second, receptive vocabulary, refers to words the learner

²⁴Elsa Sovia Mandasari, Syamsul Rizal, and Nadrah Nadrah, "The Use of Word Walls Technique to Improve Students' Writing Ability in Descriptive Text," *Jadila: Journal of Development and Innovation in Language and Literature Education* 2, no. 4 (2022): 438–46, <https://doi.org/10.52690/jadila.v2i4.202>.

identifies and understands in context, but cannot be produced correctly in speaking and writing.²⁵

Teachers introduce new words to students and explain their meanings and usage. They repeat the new words several times to help students remember and understand their meanings. Teachers provide relevant contexts to help students understand the meanings and usage of new words. Teachers provide various exercises to help students practice using the new words and give feedback on their usage.

Techniques for teaching vocabulary include word association, word building, vocabulary games, reading and writing, speaking, and listening. Word association involves associating new words with words that students already know. Word building involves building new words from words that students already know. Vocabulary games make the process of learning new words more enjoyable and interactive. Reading and writing involve reading and writing texts that use new words, while speaking and listening involve speaking and listening to texts that use new words. The benefits of teaching vocabulary include improving English language skills, increasing awareness of words, and improving communication skills. Therefore, teaching vocabulary is an important process in English language learning, and teachers can use various techniques and strategies to make learning new words more effective and enjoyable.

²⁵Ahmed Masrai and James Milton, "Vocabulary Knowledge and Academic Achievement Revisited: General and Academic Vocabulary as Determinant Factors," *Southern African Linguistics and Applied Language Studies* 39, no. 3 (July 3, 2021): 282–94, <https://doi.org/10.2989/16073614.2021.1942097>.

2. Wordwall

a. Definition of Wordwall

Wordwall is an engaging, interactive, and educational game application for the browser.²⁶ The teacher designed the program to serve as a fun learning resource, a medium, and an evaluation tool for students. New users can experience what creativity is like by looking at examples of teacher creations on the Wordwall website. Wordwall is a web program used to create entertaining games. Teachers can use this online tool to create and check learning evaluations.²⁷

The wordwall game app for browsers is fun, engaging, and instructive. This app can be a fun learning resource, media, and assessment tool for students. Wordwall features examples of instructor innovations that make it easy for novice users to utilise and produce media resources. Wordwall is a web tool that allows users to create educational games wrapped in fun. This web application is ideal for creating learning and evaluation tools.²⁸

From the explanation above, Wordwall is a game-based web application that serves as an effective learning tool or medium, offering various benefits in the educational process. Wordwalls are perfect for evaluating student learning outcomes and in the learning process in a fun way.

²⁶Alfina Hidayaty, Mahwar Qurbaniah, and Anandita Eka Setiadi, "The Influence of Word Wall on Students' Interest and Learning Outcomes," *Jurnal Penelitian Ilmu Pendidikan* 15, no. 2 (2022): 211–23, <https://doi.org/10.21831/jpipfp.v15i2.51691>.

²⁷Benjamin Luke Moorhouse and Lucas Kohnke, "Creating the Conditions for Vocabulary Learning with Wordwall," *RELC Journal* 55, no. 1 (April 13, 2022): 234–39, <https://doi.org/10.1177/00336882221092796>.

²⁸I Gusti Putu Agung Arimbawa, "Penerapan Wordwall Game Quis Berpadukan Classroom Untuk Meningkatkan Motivasi Dan Prestasi Belajar Biologi," *Indonesian Journal of Educational Development* 2, no. 2 (2021): 324–32, <https://doi.org/10.5281/zenodo.5244716>.

b. Features of the Wordwall

The following are the image features of the wordwall application:

1) Open the Box

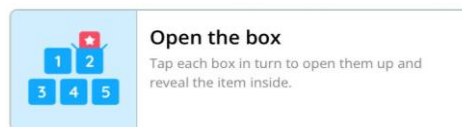


Figure 2.1 Open the Box

This feature allows students to choose and open virtual boxes that contain hidden words, definitions, or images. It creates an element of curiosity and makes vocabulary practice feel like a discovery activity.

2) Spell the Word

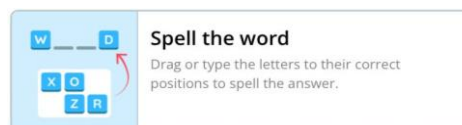


Figure 2.2 Spell the Word

Students practice spelling by filling in missing letters or typing the whole word correctly. This feature improves accuracy in writing and strengthens word recall.

3) Wordsearch



Figure 2.3 Wordsearch

Learners search for hidden vocabulary items in a grid of letters. It trains students' attention to detail, recognition of word patterns, and spelling.

4) Match Up

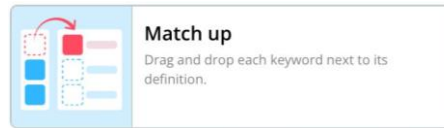


Figure 2.4 Match Up

This activity requires students to match words with their meanings, pictures, or translations. It encourages active recall and strengthens understanding of word associations.

5) Quiz

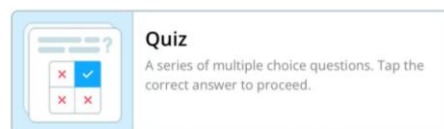


Figure 2.5 Quiz

Teachers can design multiple-choice or true/false questions to assess vocabulary knowledge. It provides instant feedback and makes testing more interactive.

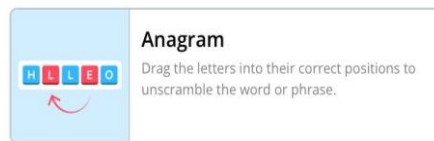
6) Speaking Cards



Figure 2.6 Speaking Cards

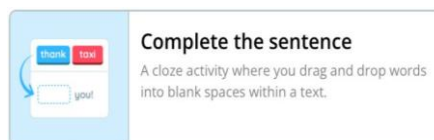
These are digital flashcards designed to encourage oral practice. Students are prompted to pronounce words, explain their meanings, or use them in sentences.

7) Anagram

**Figure 2.7 Anagram**

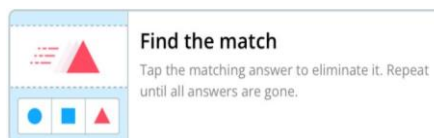
Words are scrambled, and students must rearrange the letters into the correct order. This feature helps sharpen spelling and logical thinking.

8) Complete the Sentence

**Figure 2.8 Complete the Sentence**

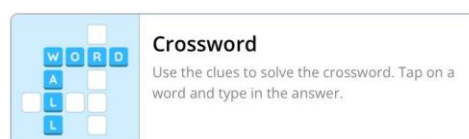
Learners fill in blanks with the correct vocabulary word. It allows them to apply new vocabulary in meaningful contexts.

9) Find the Match

**Figure 2.9 Find the Match**

This activity pairs related items with pictures, such as synonyms, antonyms, or words. It develops word association skills and improves retention.

10) Crossword

**Figure 2.10 Crossword**

Vocabulary is reviewed through crossword puzzles based on given clues. It combines problem-solving with word knowledge, making learning more engaging.

11) Gameshow Quiz

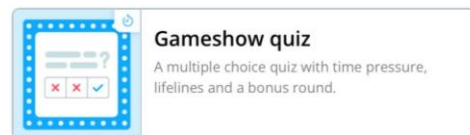


Figure 2.11 Gameshow Quiz

This feature presents questions in a game-show format with scoring and competition. It motivates students through fun, timed challenges.

12) Flip Tiles



Figure 2.12 Flip Tiles

Students flip tiles to uncover matching words, definitions, or images. It promotes repetition and memorization through a simple matching game.

13) Flash Cards

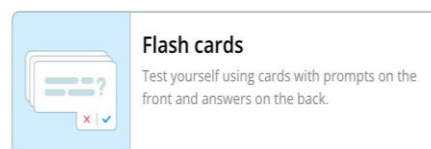


Figure 2.13 Flash Cards

Digital cards display a word on one side and its meaning or picture on the other. They are effective for quick reviews and vocabulary drilling.

14) Group Sort



Figure 2.14 Group Sort

Students classify words, such as nouns, verbs, or adjectives. It reinforces word functions and categorization skills.

15) Spin the Wheel

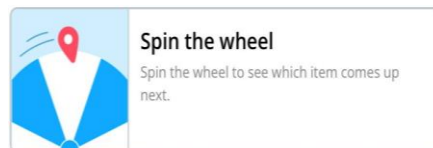


Figure 2.15 Spin the Wheel

A spinning wheel randomly selects questions or vocabulary items. This feature adds excitement and unpredictability to vocabulary review.

16) Unjumble

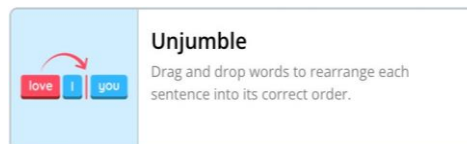


Figure 2.16 Unjumble

Students rearrange scrambled letters or sentences into the correct order. It trains problem-solving, spelling, and sentence structure understanding.

17) Matching Pairs

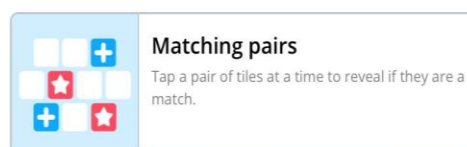


Figure 2.17 Matching Pairs

Learners find and match pairs of related vocabulary items. It enhances memory skills and reinforces understanding of word relationships.

18) Labelled Diagram

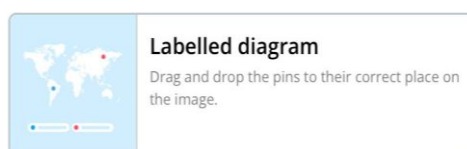


Figure 2.18 Labelled Diagram

Students label parts of diagrams or pictures with the correct vocabulary. It is particularly useful for concrete topics like body parts, objects, or places.

c. The Characteristics of Wordwall Application

According to Patrick C. Manyak et al., every teacher is different when deciding on how to display, arrange, and use word walls in the classroom, but there are some common characteristics:²⁹

- 1) All is a collection of developmentally appropriate words for students to learn in class.

The Wordwall app is a collection of words selected to meet the needs of the students in the classroom, so that they can more easily understand and use the words.

- 2) Teachers select words for specific teaching purposes.

The words in the Wordwall application are selected to meet specific teaching objectives, so teachers can more easily direct students to achieve those objectives.

²⁹Patrick C. Manyak et al., "Teaching Vocabulary for Application: Two Model Practices," *The Reading Teacher* 72, no. 4 (2019): 485–98, <https://doi.org/10.1002/trtr.1753>.

- 3) Teachers build a cumulative collection of words by introducing new ones while keeping familiar words available for continued learning.

The Wordwall application has a cumulative collection of words, so students can continue to learn familiar words and expand their knowledge with new words.

- 4) Activities and conversations about the wordwall provide conversational scaffolding that structures how students learn, think about, and use words.

The Wordwall application can help students learn, think about, and use words more effectively through activities and Word Wall talk.

- 5) The words on the wall serve as visual scaffolds that temporarily help students in independent reading.

The words on the Wordwall application can help students in independent reading by providing a temporary visual scaffold so they can more easily understand and use the words.

- 6) Improve students' reading and writing skills.

The Wordwall application can help improve students' reading and writing skills by providing access to relevant words and phrases.

- 7) Helps students develop speaking and communication skills.

The Wordwall application can help students develop their speaking and communication skills more effectively through wordwall activities and talks.

- 8) Develop students' critical and creative thinking skills.

Wordwall application can help develop students' critical and creative thinking skills by providing access to relevant words and phrases and allowing students to think and create more effectively.

Thus, the Wordwall application can be useful in helping students develop their English skills and make them more confident in using English.³⁰

d. Advantages of Using the Wordwall Application

The research complied advantages of using wordwall application as follows:

- 1) Supports the teaching of important general principles about words and how Teachers can use the Wordwall application to support teaching important general principles about words and their usage in English.

- 2) Develop a growing core of words that are part of reading and writing

The Wordwall application can help students develop a growing core of words that are part of reading and writing, so they can more easily understand and use the words.

- 3) To allow students to practice English to communicate and create by using the language.

The Wordwall application can help students practice English to communicate and create by using the language to become more confident in using English.

- 4) Create various word wall media using the teacher's own words.

³⁰Patrick C. Manyak et al., "Teaching Vocabulary for Application: Two Model Practices," *The Reading Teacher* 72, no. 4 (2019): 485–98, <https://doi.org/10.1002/trtr.1753>.

The Wordwall application allows teachers to create various word wall media using their own words, so they can more easily adapt the app to their classroom needs.

- 5) Teachers can select vocabulary topics or grammar items from a large database of exercises.

The Wordwall application has a large database of exercises, so teachers can choose vocabulary topics or grammar items that suit their needs.

- 6) All exercises are interactive and simple to learn English

The Wordwall application has various interactive and simple exercises, such as word matching, word association, and missing letters, so students can more easily understand and use the words.

Thus, the Wordwall application can be useful in helping students develop their English skills and making them more confident in using English.³¹

e. The Implementation of Wordwall in Teaching Vocabulary

The successful use of Wordwall in vocabulary instruction requires careful planning and structured steps to ensure that students engage actively with the learning process. Before applying the activities, teachers must introduce the features, explain the learning objectives, and guide students in interacting with the application. In this way, the implementation of Wordwall provides interactive learning experiences and integrates vocabulary practice with meaningful classroom activities. The following procedure illustrates how Wordwall can be implemented in teaching vocabulary:

³¹Putu Cening Pradini and Ni Luh Putu Era Adnyayanti, "Teaching English Vocabulary to Young Learners with Wordwall Application: An Experimental Study," *Journal of Educational Study* 2, no. 2 (2022): 187–96, <https://doi.org/10.36663/joes.v2i2.351>.

- 1) The researcher divided the students into five groups, each comprising six students.
- 2) The researcher instructs students how to play Wordwall media.
- 3) After that, the researcher directed all groups to advance.
- 4) Then, the researcher instructed all students to start using Wordwall media.
- 5) After the game finishes, the researcher asks representatives from each group to describe the results and whether they are right or wrong.³²

Using Wordwall, students can more easily understand and remember new words and develop speaking and writing skills in English. Therefore, Word Wall can be an effective tool for improving students' English vocabulary skills. Below is an example of using the app in word wall teaching.



f. The Advantages of Wordwall in Learning Vocabulary

Here are the advantages of Wordwall in learning vocabulary:

- 1) Improves vocabulary understanding

Wordwall helps students understand the meaning and context of Vocabulary words, enabling them to use them more effectively.

- 2) Enhances vocabulary retention

By displaying vocabulary words on a Wordwall, students can see and recall them more easily, leading to better long-term retention.

³²Putu Cening Pradini and Ni Luh Putu Era Adnyayanti, "Teaching English Vocabulary to Young Learners with Wordwall Application: An Experimental Study," *Journal of Educational Study* 2, no. 2 (2022): 187–96, <https://doi.org/10.36663/joes.v2i2.351>.

3) Improves reading skills.

Wordwall can help students improve their reading skills by introducing them to new vocabulary words and helping them understand their meanings.

4) Improves writing skills.

Wordwall can help students improve their writing skills by introducing them to new vocabulary words and helping them use them in sentences.

5) Improves speaking skills.

Wordwall can help students improve their speaking skills by introducing them to new vocabulary words and helping them use them in conversations.

6) Boosts motivation.

Wordwall can help increase student motivation by introducing them to new vocabulary words and helping them understand their meanings.

7) Increases student engagement

Wordwall can help increase student engagement in the learning process by introducing them to new vocabulary words and helping them use them in activities.

8) Develops critical thinking skills

Wordwall can help students develop critical thinking skills by introducing them to new vocabulary words and helping them understand their meanings.

9) Improves communication skills

Wordwall can help students improve their communication skills by introducing them to new vocabulary words and helping them use them in conversations.

10) Improves learning outcomes

Wordwall can help students improve their learning outcomes by introducing them to new vocabulary words and helping them understand their meanings.³³

3. Learning Media

a. Definition of Learning Media

The word media comes from the Latin *Medius*, meaning "middle". The media teachers use in the learning process is called learning media. Teachers use media as tools to deliver messages and achieve teaching goals. While learning is a process, a method, or an action that makes a person learn. So, teachers use learning media in the learning process as a channel of messages between themselves and students to achieve teaching goals.³⁴

Teachers use learning media as technological or physical tools to deliver learning materials. Learning media can now stimulate developing students' intellectual and emotional aspects. In a sense, learning media becomes a teacher's tool in delivering.

Learning media consists of two important elements, namely the elements of equipment and the elements of the message or material to be delivered. The message or learning material lists the most important element because it becomes the learning goal. Therefore, good learning media are not defined by how

³³Resdilla Pratiwi et al., "Enhancing Reading Comprehension Through Interactive Learning in English Language Teaching Wordwall," *Jurnal Pendidikan Bahasa Inggris Undiksha* 13, no. 2 (2025): 272–84, <https://doi.org/10.23887/jpbi.v13i2.94358>.

³⁴Indah Aulia Syarifah and Silih Warni, "Junior High School Student's Perceptions of Wordwall Game Media on Their Effectiveness in Learning English Through Reading Comprehension," *Klasikal: Journal of Education, Language Teaching and Science* 7, no. 2 (2025): 716–25, <https://doi.org/10.52208/klasikal.v7i2.1328>.

advanced the tools are, but by how effectively they deliver messages or materials to students, enabling the achievement of learning objectives. Based on the opinions above, it can be concluded that learning media physically conveys messages or information in teaching and learning activities.³⁵

Based on several opinions above, it can be concluded that learning media is learning, a tool or means used to assist the teaching and learning process, aiming to improve the quality of learning and students' learning outcomes. Learning media can be technology, objects, or systems used to convey information, knowledge, or skills to students.

b. Kinds of Learning Media

The researcher based this study on learning media theory, which explains that media can improve learning and enhance student learning outcomes. Learning media is defined in this research as "all forms and channels used to convey information, ideas, and experiences from sources to recipients". In the context of this research, the relevant types of learning media are visual, audio, and textual.

Teachers can use visual media such as pictures, diagrams, and videos to convey information about vocabulary and its usage in context. Teachers can use audio media such as podcasts and audio recordings to convey information about pronunciation and intonation. Teachers can use textual media such as books and articles to convey information about definitions and examples of vocabulary usage.

³⁵N.K.T.A. Swari, "Wordwall As a Learning Media to Increase Students' Reading Interest," *Jurnal Pendidikan Bahasa Inggris Indonesia* 11, no. 1 (2023): 21–29, <https://doi.org/10.23887/jpbi.v11i1.1572>.

The Wordwall concept is also part of the learning media theory used in this research. Wordwall is a method used to present vocabulary in a visual and interactive form, so that students can more easily understand and remember vocabulary. This research uses Wordwall as a learning medium to improve students' vocabulary mastery. Recent studies on media use in English education show that teachers can use media to improve the learning process and enhance student learning outcomes.

For example, Chapelle's research shows that using visual media can improve students' ability to understand and remember vocabulary. Egbert and Hanson-Smith's research shows that audio media can improve students' understanding and help them pronounce vocabulary correctly. In this research, using Wordwall as a learning medium, teachers aim to enhance students' vocabulary mastery and contextual word usage. Thus, this research is based on a strong learning media theory relevant to the research context.

According to Fachurrazy, media can be subdivided into three kinds:

a. Visual Media

Visual media are media that teachers and students can see and touch, such as pictures, maps, miniatures, graphics, and posters.

b. Audio Media

Media are the media that can be listened to; they are used to listen and understand oral tests, for example, radio, cassette, recorder, and tape recorder.

c. Audio Visual Media

Audiovisual media, such as TV and other media, can be watched and listened to.

Based on the learning media above, the researcher used two types, namely: visual media and audio visual media.

c. Advantages of Teaching Media

According to Emila Sholikhati, there are some advantages of teaching media:

1. Simplify the materials

Educational media can simplify learning materials, making it easier for students to understand the subject.

2. Reduce the use of the mother tongue.

Educational media can reduce the use of the native language, allowing students to learn in a more formal language.

3. Attract students' motivation and attention.

Educational media can attract student motivation and attention, making students more interested and motivated to learn.

4. Give various teaching methods.

Educational media can provide a variety of teaching methods, preventing students from getting bored and making it easier for them to understand the subject matter.

5. Create more activities

Educational media can create more activities, making students more active and engaged in learning.

6. Giving the real experience and environment

Educational media can provide real-life experiences and environments, making it easier for students to understand the subject matter and apply their knowledge in real-life situations.

7. More attractive teaching

Educational media can make teaching more engaging, making students more interested and motivated to learn.

8. Flexible to give materials (anytime and anywhere)

Educational media can be flexible in delivering content, allowing teachers to schedule and deliver educational materials easily.

9. Increase the students' positive attitudes towards the teacher

Educational media can improve student attitudes towards teachers, making students more confident and receptive to learning.

10. Used as an assessment

Educational media can be an assessment tool, allowing teachers to easily evaluate student progress and identify areas where students need improvement.

11. Help with physical exercise.

Educational media can help with physical exercises, making it easier for students to develop their skills and maintain a healthy balance in their daily lives.

Teaching media makes it easier for the teacher to teach. They can choose which media are suitable for the subject. They can choose simple or modern

media to help them. The teachers with limited facilities may make their media as good as possible.³⁶

C. Theoretical Framework

The theoretical framework of this research illustrates the logical flow of the research process, beginning from the identified problems to the expected results. The first problem observed was the monotonous teaching methods and the low vocabulary mastery among students, which hindered their ability to engage effectively in learning English. These issues necessitated the use of an innovative approach to vocabulary instruction.

To address this problem, the research was grounded in several theoretical foundations. Learning Media Theory Munadi emphasizes the importance of teaching aids in simplifying materials, stimulating motivation, and enhancing students' learning outcomes. Additionally, theories of vocabulary learning highlight that vocabulary mastery is a fundamental component of language proficiency, directly influencing the four language skills.

The research introduced Wordwall as the selected digital learning media in line with these theories. Wordwall provides interactive features that enable students to practice vocabulary, particularly nouns and verbs, through engaging, game-like activities. This media was expected to enhance motivation and make vocabulary learning more meaningful and enjoyable.

³⁶Emila Sholikhati, "Use of Concrete Object Media to Improve Mathematics Learning Outcomes of Value and Equivalence of Currency Fractions," *Social, Humanities, and Educational Studies (SHEs): Conference Series* 3, no. 3 (2020): 153–59, <https://doi.org/10.20961/shes.v3i3.45823>.

The research applied an experimental method, specifically a one-group pre-test and post-test design. This method allowed the researcher to measure students' vocabulary mastery before and after the intervention, thereby assessing the effectiveness of Wordwall in improving vocabulary knowledge.

Finally, the expected result of this theoretical framework was a significant improvement in students' vocabulary mastery and learning motivation. By connecting the identified problems, relevant theories, appropriate media, and a systematic method, the study sought to demonstrate the effectiveness of Wordwall as an innovative tool for vocabulary learning.

This relationship between the problem, theoretical foundation, and result can be illustrated in the following diagram:

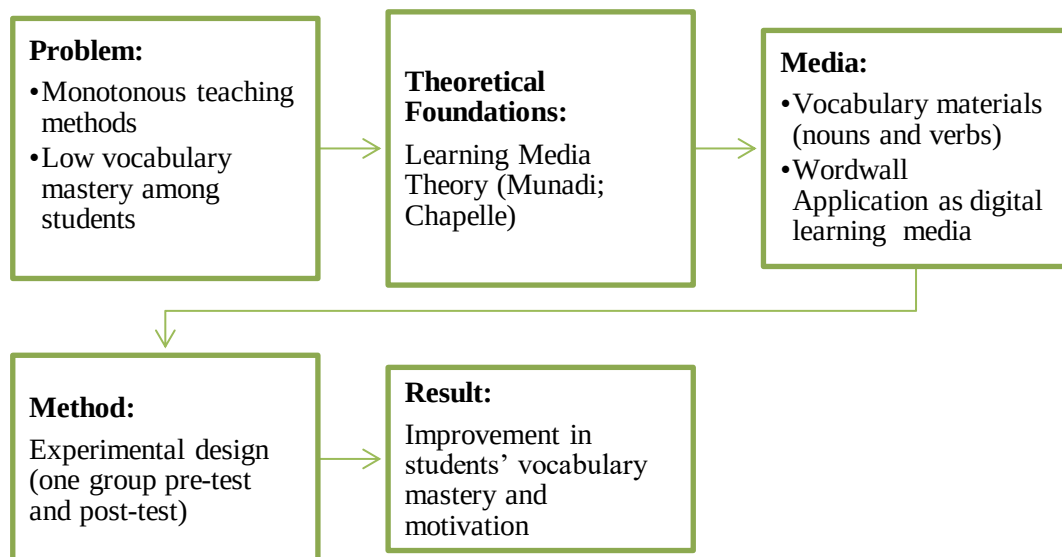


Figure 2.19 Theoretical Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

The research used an experimental design, precisely one group pre-test and post-test. The researcher focused on one group or class by administering a pre-test, providing treatment, and then conducting a post-test without comparing it to another class. Table 3.1 shows the one-group pre-test and post-test design.

Table 3.1 The Design of One Group Pre-test and Post-test

Pre-test O ₁	Treatment X	Post-test O ₂
----------------------------	----------------	-----------------------------

Where:

O₁ : Pre-test

O₂: Post-test

X: Treatment³⁷

B. Time and Location of the Research

The researcher conducted this research from May to July 5, 2025, involving tenth-grade students at MA Darunnajah Timampu, located on Jl. KH. Muh. As'ad, Luwu Timur Regency, South Sulawesi, with the zip code 92982.

C. Variable of the Research

This study had two variables: the independent variable and the dependent variable. The variables were as follows:

³⁷Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif Dan R & D)* (Bandung: Alfabeta, 2017).

1. Research Variable

- a. The independent variable was Wordwall.
- b. The dependent variable was the Teaching of English.

2. Research Indicator.

The indicator of students was increasing vocabulary.

D. Population and Sample

The research selected population and sample as follows:

a. Population

In this research, the researcher took the tenth-grade students of MA Darunnajah Timampu as the population, of which the total population was 50. There were two classes, namely X IPA 1 and X IPA 2. Each class consisted of 25 students.

b. Sample

The researcher selected the sample using purposive sampling, believing that the students represented the population and did not disrupt the teaching and learning process. There were 22 students (all girls) in the sample of this research. Based on information from the tenth-grade English teacher, the students were uninterested in learning English.

E. Instruments of the Research

The instrument in this research was a vocabulary test. The vocabulary test aimed to determine the students' vocabulary level, consisting of 30 questions. This test consisted of multiple-choice, matching, translating, and classifying words. The multiple-choice section consisted of 15 questions, the matching words section

consisted of 10 questions, and the translating and classifying words section consisted of 5 questions.

F. The Procedure of Data Collection

The procedure of collecting data are:

1. Pre-test

Before using Wordwall, the researcher gave a pre-test to students to determine their vocabulary knowledge. The researcher asked the students to answer the vocabulary test individually. The test consisted of 30 questions, and students collected the pre-test results afterward.

2. Treatment

The researcher took several steps, as follows:

1) Opening activities

- a. The researcher greeted the students while introducing himself and opening the lesson.
- b. The researcher checked student attendance.
- c. The researcher told the students about the goal of entering grade 10 and taking over the teacher class.

2) Running Class

- a. In the first meeting using LCD, the researcher brought up to open the Wordwall feature, where the researcher introduced the "match up" feature. *Match Up* was a feature in the Wordwall application that allowed users to match words or phrases with corresponding images, definitions, or words.

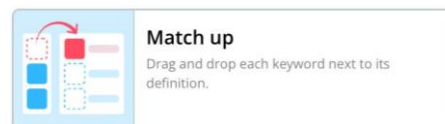
- b. The researcher explained how to use the "match up" feature to increase students' vocabulary and provided examples if necessary.
- c. Once the students understood, the researcher taught them how to use this feature.
- d. The researcher monitored each group that still did not know the vocabulary in the "match up" feature and repeated the feature until all groups knew the vocabulary provided.
- e. After all students knew the vocabulary in the "match up" feature, the researcher moved on to a new feature with new vocabulary.

3) Closing activities

- a. Researcher gave their conclusion about the material.
- b. Closing the class.

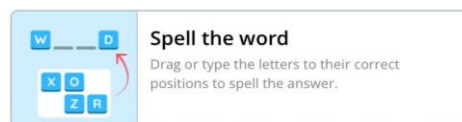
The features of each meeting are different as follows:

1) First meeting match up



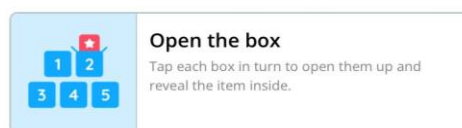
This activity requires students to match words with their meanings, pictures, or translations.

2) Second meeting spell the word



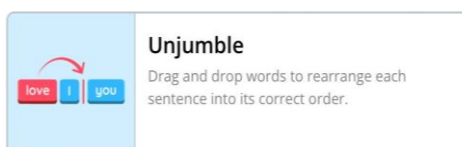
Students practice spelling by filling in missing letters or typing the whole word correctly.

3) Third meeting open the box



This feature allows students to choose and open virtual boxes that contain hidden words, definitions, or images.

4) Fourth meeting Unjamble



Students rearrange scrambled letters or sentences into the correct order

3. Pos-Test

After the treatment, the researcher administered a post-test to identify the students' vocabulary mastery following the intervention. The test consisted of multiple-choice questions, matching exercises, translation tasks, and word classification activities. Before the test, the researcher explained the instructions and informed the students of the allotted time to complete the tasks. Finally, the researcher calculated and compared the pre-test and post-test results to measure whether the use of the Wordwall application had improved the students' vocabulary.

G. The Technique of Data Analysis

After the researcher collected the data, the data were analyzed to achieve the predetermined research objectives using the following procedure:

1. The score obtained was converted into a maximum score of 100, using the formula:

$$\text{Student score} = \frac{\text{the total of the student's correct answers}}{\text{Total number}} \times 100$$

2. Converting student scores into grades
3. Students' scores were classified according to the following criteria:³⁸

Table 3.2 The classification score for the test

No	Range of scores	Classification
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly poor
5	56-65	Fair
6	46-55	Poor
7	0-45	Very poor

Source: (SuharsimiArikunto, 1998)

4. The mean, standard deviation, frequency table, and experimental vocabulary achievement test were calculated using SPSS 22 for Windows.

³⁸Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktis* (Jakarta: Rineka Cipta, 1998).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this research, the researcher collected data by giving tests. The researcher took all the data related to the teaching of vocabulary mastery in tenth-grade students at MA Darunnjah Timampu to make the description more precise and easier to understand. The researcher describes the students' vocabulary test results between the pre-test, which was not treated, and the post-test, which was treated.

1. The Analysis of Students' Scores in the Pre-test

a. The Students' Pre-Test Score

In this section, the researcher displays the data in tabular form and calculates the scores using the SPSS 22 program. Then, the researcher displays the students' vocabulary test scores in the Pre-Test. The tabulation of students' scores in the Pre-Test can be seen in Table 4.1.

Table 4.1 The Score of Students' Vocabulary in the Pre-test

No	Students	Correct Answer	Score	Classification
1	Student 1	16	80	Good
2	Student 2	16	80	Good
3	Student 3	15	75	Fairly poor
4	Student 4	15	75	Fairly poor
5	Student 5	15	75	Fairly poor
6	Student 6	14	70	Fairly poor
7	Student 7	14	70	Fairly poor
8	Student 8	14	70	Fairly poor
9	Student 9	15	75	Fairly poor
10	Student 10	15	75	Fairly poor
11	Student 11	12	60	Fair
12	Student 12	12	60	Fair
13	Student 13	13	65	Fair
14	Student 14	13	65	Fair
15	Student 15	10	50	Poor

No	Students	Correct Answer	Score	Classification
16	Student 16	11	55	Poor
17	Student 17	11	55	Poor
18	Student 18	10	50	Poor
19	Student 19	13	65	Fair
20	Student 20	14	70	Fairly poor
21	Student 21	12	60	Fair
22	Student 22	11	55	Poor

Table 4.1 presents the students' vocabulary scores in the pre-test before the implementation of the treatment. The table shows that out of 22 students, only two students (9.1%) achieved the "Good" category, scoring 80, while the majority fell into the "Fairly poor" and "Fair" classifications. Specifically, six students (27.3%) scored between 66–75, categorized as "Fairly poor", and another five students (22.7%) scored between 56–65, which is classified as "Fair." Furthermore, five students (22.7%) obtained scores ranging from 46–55 ("Poor"), and four students (18.2%) scored within the "Very poor" range (0–45). These results indicate that most students had limited vocabulary mastery before the intervention, with only a small number showing adequate proficiency.

b. The Students' Scoring Classification of the Students' Pre-test

The following table shows the data obtained from the pre-test before treatment.

Table 4.2 The Classification of the Students' Vocabulary Score in Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	95-100	0	0%
2	Very good	86-94	0	0%
3	Good	76-85	2	9%
4	Fair good	66-75	9	40,9%
5	Fair	56-65	6	27%
6	Poor	36-55	5	22%
7	Very Poor	0-35	0	0%

Table 4.2 presents the classification of students' vocabulary scores in the pre-test. The data indicate that none of the students (0%) fell into the "Excellent" (95–100) or "Very Good" (86–94) categories. Only two students (9%) were classified as "Good" (76–85). The majority of students, nine individuals (40.9%), were in the "Fairly Good" category (66–75), followed by six students (27%) in the "Fair" range (56–65), and five students (22%) in the "Poor" category (36–55). No students were classified as "Very Poor" (0–35). These findings suggest that most students had a low to moderate level of vocabulary mastery before the treatment.

c. The Mean Score and Standard Deviation of Students in the Pre-test

In this section, the students' mean and deviation scores can be seen in the following table after classifying the students' vocabulary scores.

Table 4.3 The Mean Score and Standard Deviation of Students in Pre-test

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	22	50	80	66,1364	1,99924
Valid N (list-wise)	22				

From Table 4.3, it can be seen that the highest score of students is 80, and the lowest score is 50. In addition, it shows that the mean score of students' vocabulary in the pre-test is (66,1364) and the standard deviation of error is (1,99924).

2. The Analysis of Students' Vocabulary Scores in the Post-test

a. The Students' Post-test Score

The post-test was conducted after the treatment to determine the effect of the application of word walls on students' vocabulary mastery. The following is a description of students' post-test scores.

Table 4.4 The Score of Students' Vocabulary in the Post-test

No	Students	Correct Answer	Score	Classification
1	Student 1	20	100	Excellent
2	Student 2	19	95	Very good
3	Student 3	19	95	Very good
4	Student 4	18	90	Very good
5	Student 5	17	85	Good
6	Student 6	17	85	Good
7	Student 7	18	90	Very good
8	Student 8	15	75	Fairly poor
9	Student 9	15	75	Fairly poor
10	Student10	16	80	Good
11	Student11	16	80	Good
12	Student12	14	70	Fairly poor
13	Student13	14	70	Fairly poor
14	Student14	17	85	Good
15	Student15	15	75	Fairly poor
16	Student16	16	80	Good
17	Student17	18	90	Very good
18	Student18	17	85	Good
19	Student19	14	70	Fairly poor
20	Student20	14	70	Fairly poor
21	Student21	20	100	Excellent
22	Student22	13	65	Fair

Table 4.4 illustrates students' vocabulary scores in the post-test following the treatment. The data reveal a significant improvement in students' performance. Notably, two students (9.1%) achieved an "Excellent" classification with a perfect score of 100. In addition, four students (18.2%) reached the "Very good" category (scores 86–95), and six students (27.3%) were classified as

"Good" (scores 76–85). Several students still fell into the "Fairly poor" range (6 students or 27.3%) and "Fair" (1 student or 4.5%), while none remained in the "Poor" or "Very poor" categories. These results suggest a notable positive impact of the treatment on students' vocabulary mastery, shifting the overall distribution towards higher performance categories.

b. The Students' Scoring Classification of the students' Post-test

The following table shows the data obtained from the post-test after treatment.

Table 4.5 The Classification of the Students' Vocabulary Score in Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	95-100	2	9%
2	Very good	86-94	5	22,7%
3	Good	76-85	7	31,8%
4	Fair good	66-75	7	31,8%
5	Fair	56-65	1	4,5%
6	Poor	36-55	0	0%
7	Very Poor	0-35	0	0%

Table 4.5 shows that in the post-test, two students (9%) were classified as "Excellent" (scores 95–100), and five students (22.7%) fell into the "Very Good" category (scores 86–94). The highest number of students, totaling 7 (31.8%), were in the "Good" category (scores 76–85), while another seven students (31.8%) were in the "Fairly Good" category (scores 66–75). Additionally, one student (4.5%) scored within the "Fair" range (56–65). There were no students categorized as "Poor" (36–55) or "Very Poor" (0–35), indicating a positive overall performance in the post-test results.

c. The Mean Score and Standard Deviation of Students' Post-test

In this section, the researcher describes the mean value and standard deviation to compare the mean value on the post-test after treatment.

Table 4.6 The Mean Score and Standard Deviation of Students' Post-test

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Post test	22	65	100	82,2727	2,20014
Valid N (list-wise)	22				

From Table 4.6, it can be seen that the highest score of students is 100 and the lowest score is 65. In addition, it also shows that the average value of students' vocabulary on the Post-Test is 82,2727 and the standard deviation error is 2,20014.

d. The Calculation Between Pre-test and Post-test

In addition to showing the mean scores on students' vocabulary subjects, this study will also present the scores of students' results on the Pre-test and Post-test, the total mean score, and the standard deviation of the Pre-test and Post-test, and then compare both. The results are presented in descriptive statistics, as seen in Tables 4.7 and 4.8.

Table 4.7 The Paired Samples Statistics of Pre-test and Post-test

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	22	50	80	66,1364	1,99924
post test	22	65	100	82,2727	2,20014
Valid N (list-wise)	22				

Table 4.7 displays the descriptive statistics of students' vocabulary scores in the pre-test and post-test. As shown in the table, the number of participants (N) in the pre-test and post-test is 22. The minimum score for the pre-test was 50, and the maximum was 80, with a mean score of 66,1364 and a standard deviation of 1,99924. In contrast, the post-test scores ranged from 65 to 100, with a higher mean score of 82,2727 and a standard deviation of 2,20014.

These results indicate a substantial improvement in students' vocabulary achievement after the treatment. The increase in the mean score from the pre-test to the post-test suggests that implementing the instructional intervention positively impacted students' vocabulary mastery.

Table 4.8 The Paired Samples Test of pre-test and post-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired sample 1: pre test - post test	-16.13636	11.22623	2.39344	-21.11379	-11.15893	-6.742	21	.000

Table 4.8 presents the results of the Paired Samples Test, which compares the students' vocabulary scores before and after the treatment using the Wordwall application. The mean score difference between the pre-test and post-test is -16.13, with a standard deviation of 11.22 and a standard error mean of 2.39. The 95% confidence interval of the difference ranges from -21.11 to -11.15, indicating consistency in the improvement. The t-value is -6.8 with 21 degrees of freedom (df), and the significance value (Sig. 2-tailed) is 0.000, less than the standard alpha level of 0.05. It means that the result is statistically significant.

Based on these findings, it can be concluded that the post-test scores ($M = 82.27$) are significantly higher than the pre-test scores ($M = 66.13$). Thus, the alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected. In other words, there is a significant improvement in students' vocabulary achievement after using the Wordwall application. It indicates that the application effectively enhances vocabulary mastery among tenth-grade students at MA Darunnajah Timampu.

In addition to the t-test, the researcher also calculated the *effect size* using Cohen's d to determine the magnitude of the treatment effect. The value of the effect size was calculated using the following formula:

$$d = \frac{M_{post} - M_{pre}}{SD_{pooled}}$$

With $M_{post}=82.27$, $M_{pre}=66.13$, and the pooled standard deviation (SD) of approximately 2.10, the calculation is as follows:

$$d \approx \frac{16.13}{2.10} = 7.68$$

According to Cohen's (1988) interpretation, $d=0.2$ is considered a *small effect*, $d=0.5$ a *medium effect*, and $d=0.8$ a *large effect*. With a value of $d=7.68$, the findings of this study indicate a very large effect size. This result implies that using the Wordwall application produced statistically significant differences and had a very strong impact on improving students' vocabulary mastery.

Table 4.9 Interpretation of Effect Size According to Cohen (1988)

Cohen's d Value	Interpretation Category
0.2	Small Effect
0.5	Medium Effect
0.8	Large Effect
> 1.0	Very Large Effect

Based on the table above, the effect size value of 7.68 falls into the category of Very Large Effect, reinforcing that using the Wordwall application had a very strong influence on students' vocabulary improvement.

B. Discussion

This research investigated the effectiveness of using the Wordwall application to enhance students' vocabulary mastery in the tenth grade of MA Darunnajah Timampu. The treatment was carried out in four meetings, during which students were introduced to different Wordwall features, namely *Match Up*, *Spell the Word*, *Open the Box*, and *Unjumble*. These activities were designed to help students practice and internalize vocabulary items, particularly nouns and verbs. The instructional process encouraged students to engage in interactive games, collaborate in groups, and receive scaffolding from the teacher, which facilitated both comprehension and retention of new vocabulary.

In classroom implementation, the Wordwall application was a digital platform where vocabulary items were presented visually and categorized based on topics. Students were encouraged to interact with the words by grouping, matching, and using them in contextual activities. The teacher facilitated each session by guiding students through the vocabulary tasks available in the app and providing practice exercises to reinforce word meaning, usage, and spelling.

Combining visual stimuli and repetitive exposure helped students retain new vocabulary more effectively and made learning more engaging.

The research results revealed a significant improvement in students' vocabulary scores after implementing the Wordwall application. The average pre-test score was 66.13, while the post-test average increased to 82.27. The Paired Samples Test showed a statistically significant difference between the two tests, with a p-value of 0.000, indicating that the improvement was not due to chance. These findings demonstrate that the Wordwall application had a meaningful impact on vocabulary acquisition among the students.

This research is primarily grounded in Constructivist Learning Theory³⁹ and Vocabulary Theory⁴⁰, which emphasize that learners build knowledge through active participation and that vocabulary knowledge is central to language proficiency. Furthermore, the characteristics of the Wordwall application, which provide interactive and visual learning activities, are closely related to Learning Media Theory⁴¹ and Cognitive Load Theory⁴². These theories explain how digital media can motivate students, simplify complex information, and enhance long-term vocabulary retention.

³⁹Joseph Zajda, "Constructivist Learning Theory and Creating Effective Learning Environments," in *Globalisation and Education Reforms: Creating Effective Learning Environments*, ed. Joseph Zajda (Cham: Springer International Publishing, 2021), 35–50, https://doi.org/10.1007/978-3-030-71575-5_3.

⁴⁰Paweł Szudarski and Samuel Barclay, *Vocabulary Theory, Patterning and Teaching* (Multilingual Matters, 2021), https://books.google.co.id/books?hl=id&lr=&id=_NFGEEAAQBAJ.

⁴¹Richard E. Mayer, *Media Theory of Learning* (London: Routledge, 2010), <https://www.taylorfrancis.com/chapters/edit/10.4324/9780203840986-13/media-theory-85-media-learning>.

⁴²John Sweller, "Cognitive Load Theory and Educational Technology," *Educational Technology Research and Development* 68, no. 1 (2020): 1–16, <https://doi.org/10.1007/s11423-019-09701-3>.

The first theoretical foundation that supports this result is the Constructivist Learning Theory. According to this theory, learners construct knowledge through active engagement with information and their environment.⁴³ The Wordwall application provided students with opportunities to interact with vocabulary meaningfully and personally, allowing them to build their understanding through categorization, visual recognition, and repeated contextual usage. It aligns with Piaget's idea that meaningful learning occurs when students are actively involved in the learning process.⁴⁴

The second relevant theory is Vygotsky's Sociocultural Theory, which emphasizes the role of social interaction and scaffolding in learning.⁴⁵ In the context of this study, the collaborative classroom environment created through Wordwall activities, such as group categorization and class discussions about word meaning, encouraged peer learning.⁴⁶ The teacher's role in guiding and supporting students also served as scaffolding to help learners operate within their

⁴³Joseph Zajda, "Constructivist Learning Theory and Creating Effective Learning Environments," in *Globalisation and Education Reforms: Creating Effective Learning Environments*, ed. Joseph Zajda (Cham: Springer International Publishing, 2021), 35–50, https://doi.org/10.1007/978-3-030-71575-5_3.

⁴⁴M. Givi Efgivia et al., "Analysis of Constructivism Learning Theory," *Proceedings of the 1st UMGESHIC International Seminar on Health, Social Science and Humanities (UMGESHIC-ISHSSH 2020)* 585 (2021): 208–12, <https://doi.org/10.2991/assehr.k.211020.032>.

⁴⁵Yu-Chia Huang, "Comparison and Contrast of Piaget and Vygotsky's Theories," *Proceedings of the 7th International Conference on Humanities and Social Science Research (ICHSSR 2021)* 554, no. Ichssr (2021): 28–32, <https://doi.org/10.2991/assehr.k.210519.007>.

⁴⁶Sufraini Sufraini, Andi Prastowo, and Tegar Setia Budi, "Application of the Wordwall Application in Social Studies Learning to Develop Independent Character in Elementary School Students," *EDUCARE: Journal of Primary Education* 5, no. 1 (2024): 11–22, <https://doi.org/10.35719/educare.v5i1.259>.

Zone of Proximal Development (ZPD), enabling them to perform vocabulary tasks they would not have completed independently.⁴⁷

Additionally, Cognitive Load Theory supports the finding that visual aids⁴⁸, such as those in Wordwall, can enhance learning by reducing the mental effort required to process new information. By presenting vocabulary visually and in an organized manner, the Wordwall application helped manage students' cognitive load, making it easier for them to store and retrieve new vocabulary.⁴⁹ This efficient presentation of information allowed for deeper processing and better long-term retention, contributing to the improvement in post-test results.

This research's findings align with a study conducted by Dini Agustiani and Totoh Tauhidin, who found that implementing digital Wordwall strategies significantly improved students' vocabulary retention and engagement in English as a Foreign Language (EFL) contexts.⁵⁰ Their study emphasized how the visual and interactive nature of Wordwall made vocabulary learning more accessible and enjoyable for students, resulting in better learning outcomes.

Similarly, Gayathri and Vijayalakshmi emphasized the importance of visual vocabulary instruction in improving vocabulary acquisition, especially for

⁴⁷Jiao Xi and James P. Lantolf, "Scaffolding and the Zone of Proximal Development: A Problematic Relationship," *Journal for the Theory of Social Behaviour* 51, no. 1 (2021): 25–48, <https://doi.org/10.1111/jtsb.12260>.

⁴⁸Paul Evans et al., "Cognitive Load Theory and Its Relationships with Motivation: A Self-Determination Theory Perspective," *Educational Psychology Review* 36, no. 1 (2024): 7, <https://doi.org/10.1007/s10648-023-09841-2>.

⁴⁹Imas Ismaya, Mansyur Srisudarso, and Nina Puspitaloka, "Implementing Word Wall as a Media to Facilitate EFL Students in Learning Vocabulary," *Professional Journal of English Education* 7, no. 6 (2024): 1360–68.

⁵⁰Dini Agustiani and Totoh Tauhidin Abas, "Utilizing Word Wall for Vocabulary Instruction : A Case Study in Secondary School," *PROJECT (Professional Journal of English Education)* 7, no. 6 (2024): 1352–59.

language learners.⁵¹ They argued that using visual aids not only helped students remember words but also increased their motivation and attention during language lessons. The current findings support this idea, as students in the present study demonstrated enthusiasm and focus while engaging with Wordwall activities.

Furthermore, research by Muhammad Arsyad highlighted that Wordwall media helped students retain vocabulary more effectively by promoting repeated exposure in meaningful contexts.⁵² His study showed that students who frequently interacted with vocabulary through classroom Wordwalls had better recall and usage of new words. It aligns with the improvement in this study's post-test results, confirming the benefit of combining repetition and visual learning in vocabulary instruction.

The significant improvement observed from the pre-test to the post-test clearly indicates the effectiveness of the Wordwall application. The findings suggest integrating digital vocabulary tools into classroom instruction can improve vocabulary mastery, enhance student motivation, and foster a more interactive learning environment. This study contributes to the growing body of research promoting the use of educational technology in language learning.

In addition, the findings of this research revealed several achievements in students' vocabulary learning. After implementing the Wordwall application, students showed improvement in the number of words they mastered and their

⁵¹A Gayathri and S Vijayalakshmi, "A Visual Learning Approach to Enhance the Vocabulary Acquisition of Seventh Grade Students," *Middle School Journal* 56, no. 3 (May 27, 2025): 25–45, <https://doi.org/10.1080/00940771.2025.2472591>.

⁵²Muhammad Arsyad, "Harnessing Wordwall for Enhanced Vocabulary Acquisition and Engagement in Non-Formal Elementary Education," *Journal of Languages and Language Teaching* 12, no. 4 (2024): 2064, <https://doi.org/10.33394/joltt.v12i4.12020>.

ability to recall vocabulary more quickly, spell words correctly, and classify words into appropriate categories such as nouns and verbs. Some students could also use newly learned vocabulary in simple sentences, indicating that the learning activities helped them move beyond recognition to actual application.

Despite these achievements, certain weaknesses were still observed. A few students tended to memorize words only for the test without fully understanding their use in context. Additionally, improvement was not evenly distributed; while many students reached the “Good” or “Very Good” level, several others remained in the “Fairly Good” category, showing that vocabulary development still varied among individuals.

The implementation also faced some challenges. From a technical perspective, the reliance on digital media occasionally caused delays when internet connectivity was unstable. Regarding classroom dynamics, time management was another obstacle, as each Wordwall feature required sufficient explanation and practice before students could fully engage with it. Furthermore, some students were initially shy or hesitant to participate actively in group discussions, which required additional encouragement and scaffolding from the teacher.

Furthermore, the effectiveness of the Wordwall application in this research can be mainly attributed to its interactive features and gamification elements, which transformed vocabulary learning into a more engaging and enjoyable experience. The activities, such as *Match Up*, *Spell the Word*, *Open the Box*, and *Unjumble*, required students to actively interact with the vocabulary instead of

only memorizing it. This interactivity enhanced students' understanding and recall of new words. At the same time, the gamified design, with points, challenges, and competitive elements, boosted students' motivation and reduced boredom. Together, these factors created a dynamic and motivating learning environment that explains why Wordwall was highly effective in improving students' vocabulary mastery.

In relation to the level of difficulty among the four Wordwall features used in this research, Match Up, Spell the Word, Open the Box, and Unscramble, the findings indicate that none of the features inherently posed a significant challenge for the students. The interactive design of Wordwall ensured that each feature was user-friendly and accessible. The variation in students' difficulty experiences was primarily influenced by the vocabulary items embedded in the activities rather than the features themselves. For instance, when unfamiliar or longer words were included, students required more time and effort to complete the task, regardless of whether it was presented in a matching, spelling, or unscrambling format. It suggests that the complexity originated from the input provided by the researcher through the vocabulary items, not from the design of the Wordwall features. Consequently, it can be concluded that the four features are equally effective and manageable for students, with the difficulty level contingent upon the instructional content rather than the application's technical aspects.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research and discussion results, the researcher concluded that using the Wordwall application can improve students' vocabulary mastery at MA Darunnajah Timampu. After the treatment was conducted, the Wordwall application had a significant effect on students' vocabulary improvement. It is proven by the increase in the mean score from 66.13 in the pre-test to 82.27 in the post-test, with a p-value of 0.000 ($p < 0.05$), indicating that the improvement was statistically significant. In addition, the effect size calculation showed Cohen's $d = 7.68$, which falls into the "very large effect" category, confirming that using Wordwall had a strong impact on enhancing students' vocabulary mastery.

B. Suggestion

Based on the research results, the researcher wants to give some suggestions.

1. For the Teachers

Teachers can use this game as a learning medium because it can contribute to the learning process by making students remember much of the vocabulary taught before. The obstacles encountered are uncontrollable classroom situations, and translating vocabulary takes quite a long time. So, the teacher must control the time and students' activities so that the class is always conducive and the activities run well.

2. For the Students

This research is expected to contribute to students as a learning media, especially to improve students' ability in English, students need to know about vocabulary and one way that can be done to improve vocabulary mastery is through various kinds of methods and other learning media that are effective and interesting for students, such as the application of wordwalls.

3. For the next Researcher

The researcher used the application Wordwall to teach senior high school students in this research. Future researchers can apply this strategy to students at different levels and with different materials. This research is expected to contribute to educational research, especially in determining the use of the Wordwall application on students' vocabulary mastery. This research is expected to complement previous research that other researchers can use to research further several techniques or games in students' vocabulary mastery.

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A P P E N D I C E S

SURAT IZIN MENELITI



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 Lampiran : -
 Perihal : **Permohonan Surat Izin Penelitian**

Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu Kab Luwu Timur
 di Malili

Assalamu Alaikum Wr. Wb.

Dengan hormat, disampaikan bahwa mahasiswa (i):

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akan melaksanakan penelitian dalam rangka penulisan skripsi dengan judul: **"Using Word Wall Application to Improve Vocabulary Mastery at the Tenth Grade Students of MA Darunnajah Timampu"**. Untuk itu dimohon kiranya Bapak/Ibu berkenan memberikan surat izin penelitian.

Demikian surat permohonan ini, atas perhatian dan kerjasama diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



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SURAT SELESAI MENELITI



YAYASAN PENDIDIKAN ISLAM DARUNNAJAH TIMAMPU
KECAMATAN TOWUTI KAB. LUWU TIMUR
Alamat : Jln. KH. Muh. As'ad No. 2 Timampu

SURAT KETERANGAN
 Nomor : 056/MA-DN/21.26.07/06/2025

1. Yang bertanda tangan dibawah ini :

Nama : Masdar, S.Pd., M.Pd
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 Jenis Kelamin : Perempuan
 Alamat : Kelurahan Routa

Bahwa yang bersangkutan telah melaksanakan penelitian pada Madrasah Aliyah Darunnajah Timampu pada tanggal 14 Mei s/d 23 Juni Tahun 2025. dengan judul **"Using Word Wall Application to Improve Vocabulary Mastery at The Tenth Grade Students of MA. Darunnajah Timampu"**.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya,



RESEARCH INSTRUMENT

PRE-TEST

Name :

Class :

**A. Direction : choose the correct answer from the option a,b,c, or d
(Number 1-6)**

1. What is it



- a. Broom
- b. Blackboard
- c. Classroom
- d. Trash box

2. What is it



- a. mop
- b. Bookshelf
- c. Broom
- d. Trash box

3. What is it



- a. Chair
- b. Blackboard
- c. Bookshelf
- d. Table

4. What is it



- a. Classroom
- b. Parking lot
- c. Canteen
- d. Reading corner

5. What is it



- a. Bookshelf
- b. Rack



- c. Cup board
- d. DeskWhat is it
- a. Office
- b. Library
- c. Classroom
- d. Laboratory

B. Translate into Indonesian

6. Sleepy =

7. Diligent =

8. Angry =

9. Lazy =

10. Scared =

11. Shocked =

C. Matching word

- | | | |
|-----------------|---|----------------|
| 13. Kunci | • | • Hippopotamus |
| 14. Ubur-ubur | • | • Hedgehog |
| 15. Capung | • | • Jellyfish |
| 16. Landak | • | • Wallet |
| 17. Kuda nil | • | • Camel |
| 18. jam dinding | • | • Key |
| 19. Dompot | • | • Dragonfly |
| 20. Unta | • | • Clock |

RESEARCH INSTRUMENT

POST-TEST

Name :

Class :

A. spell the word

1. kuda nil

H				O				A			
---	--	--	--	---	--	--	--	---	--	--	--

2. Landak

		D			H						
--	--	---	--	--	---	--	--	--	--	--	--

3. Capung

	R			O				Y			
--	---	--	--	---	--	--	--	---	--	--	--

4. Tempatsampah

T	R										
---	---	--	--	--	--	--	--	--	--	--	--

5. Ruangankelas

C			S								
---	--	--	---	--	--	--	--	--	--	--	--

B. Translate to inggris

6. Papantulis =

7. Rakbuku =

8. Mengantuk =

9. Ubur-ubur =

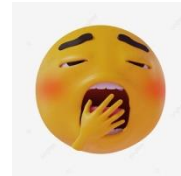
10. Unta =

C. Match word

11. Angry

•

•



12. Canteen

•

•



13. Exited

•

•



14. Broom

•

•



15. Sleepy

•

•



D. Translate the following pictures into English

16.	17.	18.	19.	20.
				
()	()	()	()	()

LEMBAR VALIDASI

KUESIONER EVALUASI UNTUK RESEARCH INSTRUMENT PRE-TEST DAN POST-TEST

A. Data Responden

Nama : Dewi Hema Yanti, S.S., M.Hum
 Umur :
 Jenis Kelamin : Perempuan
 Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Professor
 Pengalaman Mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☒ $\geq$ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang di sediakan.

Keterangan Poin Validitas:

- 5 : Sangat Baik
 4 : Baik
 3 : Cukup Baik
 2 : Tidak Baik
 1 : Sangat Tidak Baik

No	Pernyataan	5	4	3	2	1
A. Konten						
1.	Cakupan isi materi dalam <i>Pre-test dan Post-Test</i> sesuai dengan kebutuhan siswa di MA Darunnajah Timampu		✓			
2.	Kedalaman <i>Vocabulary</i> dalam <i>Pre-test and Post-test</i> untuk siswa di MA Darunnajah Timampu memadai.		✓			
3.	Keaslian <i>Vocabulary</i> dalam <i>Pre-test dan Post-test</i> untuk siswa di MA Darunnajah Timampu		✓			
4.	Pemilihan gambar ilustrasi dapat merepresentasikan <i>Vocabulary</i> .	✓				
	Rangkuman Kuantitatif:					
B. Input						
5.	Input <i>Vocabulary</i> dalam word wall application membantu meningkatkan kemampuan Bahasa Inggris siswa MA Darunnajah Timampu		✓			

6.	Input <i>Vocabulary</i> dalam <i>Pre-test</i> dan <i>Post-test</i> sesuai dengan kemampuan siswa di MA Darunnajah Timampu.	✓			
7.	Input <i>Vocabulary</i> dalam <i>Pre-test</i> dan <i>Post-test</i> menarik.	✓			
8.	Input <i>Vocabulary</i> dalam <i>Pre-test</i> dan <i>Post-test</i> sesuai dengan kemampuan berbahasa siswa MA Darunnajah Timampu	✓			
9.	Input <i>Vocabulary</i> dalam <i>Pre-test</i> dan <i>Post-test</i> mencakup struktur bahasa yang benar.	✓			
10.	Pilihan <i>Vocabulary</i> sesuai dengan karakteristik siswa.	✓			
11.	Input <i>Vocabulary</i> dalam <i>Pre-test</i> dan <i>Post-test</i> dapat menambah wawasan siswa MA Darunnajah Timampu	✓			
12.	Pilihan gambar pada <i>Vocabulary</i> sesuai dengan siswa MA Darunnajah Timampu	✓			
Rangkuman Kuantitatif:					

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Research Instrument Pre-test and Post-test*

Yang dikembangkan:

- a. Layak
- ☒ b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 18 Mei 2020

Penilai Kelayakan

Devil Fani S.S., M. Hum.

PPP LESSON PLAN TREATMENT MEETING 1

CLASS/LEVEL	THE EIGHT GRADE/BASIC
TOPIC	"Match Up" Feature of Word Wall Application
OBJECTIVES	Students should be able to match words or phrases with corresponding images, definitions, or words in the Word Wall Application.
MATERIALS	LCD
TIME	80 minutes
POTENTIAL PROBLEM	1. Mixed ability 2. Distracted behavior 3. Lack of vocabulary

Present: Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings and Self-Introduction - The teacher greets the students. - The teacher introduces herself. - The teacher tells students about the goal of entering grade 10 and taking over Mrs. Fitri's class.	T-Ss	5 minutes
Attendance List and Praying - The teacher checks student attendance. - The teacher asks students to lead the prayer before starting the class.	T-Ss	5 minutes
Warm-up - Students will do a "vocabulary race" activity. - The teacher divides the students into small groups. - The teacher selects a word category. - The first group says one word based on the chosen category. Example category: adjectives, so when group 1 mention "happy," the next group must say a new word that starts with the last letter of the previous word. So, group 2 can mention "young" or the other. - If a group cannot respond within 5 seconds, they are eliminated from the round. - The teacher continues the activity until only one group remains; they are the winners.	S-S	10 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S interaction is very important.

Practice Activities	Interaction	Time
- The teacher divides the students into groups and has them elect their group leaders, whom the students in their respective groups will choose. Each group consists of 3 people. - The teacher brings up the word wall feature, where the teacher introduces the "match up" feature. - The teacher explains how to use the "match up" feature. - The teacher re-explains how to use the "match up" feature for students who do not understand yet.	STT	30 minutes

Produce: Production activities allow students to use new vocabulary independently to construct new dialogues and conversations.

Production Activities	Interaction	Time
Using the word wall application, students match words or phrases with corresponding images, definitions, or words.	STT	25 minutes

Closing

Closing Activities	Interaction	Time
The teacher gives advices and motivation to the students.	TTT	5 minutes

PPP LESSON PLAN TREATMENT MEETING 2

CLASS/LEVEL	THE EIGHT GRADE/BASIC
TOPIC	"Spell the Word" Feature of Word Wall Application
OBJECTIVES	Students should be able to spell the word correctly based on clues.
MATERIALS	LCD
TIME	80 minutes
POTENTIAL PROBLEM	1. Mixed ability 2. Distracted behavior 3. Lack of vocabulary

Present: Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings, Attendance List, and Praying - The teacher greets the students. - The teacher checks student attendance. - The teacher asks students to lead the prayer before starting the class.	T-Ss	7 minutes
Warm-up - Students will do the "Guess the Vocabulary" activity. - The teacher prepares some vocabulary words. Example categories: jobs, animals, daily activities, technology, etc. - For each word, the teacher prepares three clues that describe it without saying it directly. For example: Clue 1: You need it to open your phone. Clue 2: It usually contains numbers or letters. Clue 3: It keeps your device secure. Answer: Password - The teacher reads the clues individually in front of the class. - Students can guess the word after each clue by raising their hands or writing the answer on a small whiteboard or piece of paper. - Points can be given to those who answer correctly after the first, second, or third clue (more points for earlier guesses). - The teacher repeats with the next word.	S-S	13 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S interaction is very important.

Practice Activities	Interaction	Time
- The teacher divides the students into groups and has them elect their group leaders, whom the students in their respective groups will choose. Each group consists of 3 people. - The teacher introduces the "Spell the Word" feature. - The teacher explains how to use the "Spell the Word" feature. - The teacher re-explains how to use the "Spell the Word" feature for students who do not understand yet.	STT	20 minutes

Produce: Production activities allow students to use new vocabulary independently to construct new dialogues and conversations.

Production Activities	Interaction	Time
Students spell the word correctly based on clues.	STT	35 minutes

Closing

Closing Activities	Interaction	Time
The teacher gives advices and motivation to the students.	TTT	5 minutes

PPP LESSON PLAN TREATMENT MEETING 3

CLASS/LEVEL	THE EIGHT GRADE/BASIC
TOPIC	"Open the Box" Feature of Word Wall Application
OBJECTIVES	Students should be able to take turns picking a box to answer the question inside the Word Wall Application.
MATERIALS	LCD
TIME	80 minutes
POTENTIAL PROBLEM	1. Mixed ability 2. Distracted behavior 3. Lack of vocabulary

Present: Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings, Attendance List, and Praying - The teacher greets the students. - The teacher checks student attendance. - The teacher asks students to lead the prayer before starting the class.	T-Ss	7 minutes
Warm-up - Students will do the "What is the category?" activity. - The teacher prepares a list of vocabulary words from various categories (e.g., animals, food, technology, transportation, emotions, etc.). Example list: Tiger, Sad, Train, Banana, Angry, Bus, Computer, Apple, Cat, Happy, Airplane, Keyboard. - The teacher writes or shows 10–15 mixed words on the board. - The teacher divides students into groups. - Students are asked to group the words into categories. - The teacher checks the answers and discusses. - To challenge students, the teacher asks students to add one more word to each category using their knowledge in the next section.	S-S	18 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S interaction is very important.

Practice Activities	Interaction	Time
- The teacher divides the students into groups and has them elect their group leaders, whom the students in their respective groups will choose. Each group consists of 3 people. - The teacher introduces the "open the box" feature. - The teacher explains how to use the "open the box" feature. - The teacher re-explains how to use the "open the box" feature for students who do not understand yet.	STT	20 minutes

Produce: Production activities allow students to use new vocabulary independently to construct new dialogues and conversations.

Production Activities	Interaction	Time
Students take turns picking a box to answer the question inside.	STT	30 minutes

Closing

Closing Activities	Interaction	Time
The teacher gives advices and motivation to the students.	TTT	5 minutes

PPP LESSON PLAN TREATMENT MEETING 4

CLASS/LEVEL	THE EIGHT GRADE/BASIC
TOPIC	"Unjumble" Feature of Word Wall Application
OBJECTIVES	Students should be able to drag and drop scrambled letters to form the correct word in the Word Wall Application.
MATERIALS	LCD
TIME	80 minutes
POTENTIAL PROBLEM	1. Mixed ability 2. Distracted behavior 3. Lack of vocabulary

Present: Get SS ready to discuss the topic (activate background knowledge).

Review language, and if needed, teach a new language.

Present Activities	Interaction	Time
Greetings, Attendance List, and Praying - The teacher greets the students. - The teacher checks student attendance. - The teacher asks students to lead the prayer before starting the class.	T-Ss	7 minutes
Warm-up - Students will do the “missing letter challenge” activity. - The teacher divides students into groups. - The teacher provides vocabulary words. - The teacher writes each word on the board or slide with missing letters (replace 2–3 letters with underscores). Example: _n_iron__nt(environment) - Students guess the correct word and write the complete spelling. - The teacher reviews the correct answers with the class and briefly checks pronunciation and meaning.	S-S	13 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S interaction is very important.

Practice Activities	Interaction	Time
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• The teacher divides the students into groups and has them elect their group leaders, whom the students in their respective groups will choose. Each group consists of 3 people. • The teacher introduces the "unjumble" feature. • The teacher explains how to use the "unjumble" feature. • The teacher re-explains how to use the "unjumble" feature for students who do not understand yet.	STT	20 minutes
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Produce: Production activities allow students to use new vocabulary independently to construct new dialogues and conversations.

Production Activities	Interaction	Time
Students drag and drop scrambled letters to form the correct word.	STT	35 minutes

Closing

Closing Activities	Interaction	Time
The teacher gives advice and motivation to the students.	TTT	5 minutes

DOKUMENTATION



BIOGRAPHY



Aulia Zaskia was born in Rوتا on April 09, 2003. Her hobbies are watching Korean dramas and playing volleyball. The researcher is the first of four children from a father named Safaruddin and Mother named Hafisah. The researcher lives in Rوتا Village, Rوتا District, Konawe Regency, Southeast Sulawesi. The researcher completed her elementary school education in 2014 at SDN Polihe. Then, in the same year, she continued her education at MTs Rوتا until 2018 and then at MA Darunnjah Timampu. Majoring in Natural Science. After graduating high school in 2021, the researcher continued her education in the English Language Education Study Program, Tarbiyah and Training Faculty, State Islamic University (UIN) Palopo.

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