

Developing a Web-Based Mobile Game to Enhance Students' Motivation in learning English Vocabulary

Thesis

*Submitted to the IAIN Palopo Postgraduate Program to Conduct Thesis Research
in the Context of Completing Masters Level Studies in the Tadris English Study
Program*



IAIN PALOPO

Written By:

NURPITA
NIM. 22.0504.0006

**POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE OF PALOPO
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Supervised By:

- 1. Dr. Edhy Rustan, M.Pd**
- 2. Dr. Masruddin, S.S., M.Hum.**

**POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE OF PALOPO
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THESIS APPROVAL

A Thesis entitled "**Developing a Web-Based Mobile Game to Enhance Student's Motivation in Learning English Vocabulary**" written by "**Nurpita**" Student Identification Number "**2205040006**", student of the IAIN Palopo Postgraduate Tadris English Language Study Program, which has examined in the **MUNAQASYAH** session of the research on **Tuesday, 10th of September 2024**, which coincided with **06 Rabiul Awal 1446 H**, and accepted as a requirement for obtaining a Master's degree in the field of Tadris English Language (M.Pd.).


Palopo, 10th of September 2024

EXAMINERS TEAM

1. Prof. Dr. Muhaemin, M.A.	Chairman of the Session	(.....)
2. Dewi Furvana, S.Pd.I., M.Pd.	Secretary of the Session	(.....)
3. Dr. Wisran, S.S., M.Pd.	Examiner I	(.....)
4. Dr. Jufriadi, S.S., M.Pd.	Examiner II	(.....)
5. Dr. Edhy Rustan, M.Pd.	Supervisor I	(.....)
6. Dr. Masruddin, S.S., M.Hum.	Supervisor II	(.....)

Approved by:


Director of Postgraduate,
Prof. Dr. Muhaemin, M.A.
NIP. 197402032005011006


Head of English Study Program
Dr. Wisran, S.S., M.Pd.
NIP. 197206112000031001

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Palopo, 31st August 2024

Nurpita

PRONOUNCEMENT

Signature by:

Name : Nurpita
Nim : 2205040006
Study Program : Tadris Inggris Language
Department : Post-Graduate Program IAIN Palopo

With all awareness and consciousness, the researcher who sign below, pronounces that this is literary work of researcher herself. If it is proven that this thesis was duplicated, copied or created by someone else, in whole or in part, then the use of this thesis will be invalid and will be cancelled.

Palopo, 10th of September 2024
Researcher

Nurpita
NIM. 2205040006

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ABSTRACT

Nurpita, 2024. *Developing a Web-Based Mobile Game to Enhance Students' Motivation in Learning English Vocabulary.* Thesis of Postgraduate English Education Study Program, State Islamic Institute of Palopo. Supervised by Edhy Rustan and Masruddin.

This study investigates the effectiveness of a web-based mobile game in enhancing students' motivation and vocabulary acquisition. The research employs a Research and Development (R&D) approach, using the ASSURE model. The web-based mobile gaming platform, "Wordwall," was implemented to achieve these objectives. Testing was conducted with 20 seventh-grade students from SMPN 7 Palopo. The findings reveal that students showed a strong preference for more interactive learning methods, and "Wordwall" was proven to significantly increase both their motivation and vocabulary acquisition. Based on these results, the application is considered a suitable strategy for successful English language learning.

Keywords: Mobile Games, Web-Based Wordwall, Motivation, Vocabulary.

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ABSTRAK

Nurpita, 2024. *Pengembangan Permainan Mobile Berbasis Web untuk Meningkatkan Motivasi Siswa dalam Belajar Kosakata Bahasa Inggris.* Tesis Program Studi Pendidikan Bahasa Inggris, Institut Agama Islam Negeri Palopo. Dibimbing oleh Edhy Rustan, dan Masruddin.

Penelitian ini menyelidiki efektivitas permainan *mobile* berbasis web dalam meningkatkan motivasi dan penguasaan kosakata. Penelitian ini menggunakan pendekatan penelitian dan pengembangan (R&D) dengan model ASSURE. Platform permainan *mobile* berbasis web “*Wordwall*”, diimplementasikan untuk mencapai tujuan tersebut. Pengujian dilakukan dengan melibatkan 20 siswa kelas tujuh di SMPN 7 Palopo. Hasil penelitian menunjukkan bahwa siswa sangat menyukai metode pembelajaran yang lebih interaktif, dimana “*Wordwall*” secara signifikan terbukti dapat meningkatkan motivasi dan penguasaan kosakata mereka. Berdasarkan hasil tersebut, aplikasi ini dinilai dapat dijadikan sebagai sebuah strategi yang tepat untuk keberhasilan pembelajaran bahasa Inggris.

Kata Kunci: Permainan Seluler, Situs Web “*Wordwall*”, Motivasi, Kosakata.

Diverifikasi oleh UPB



ملخص

نوربيتا، 2024. تطوير اللعبة المحمولة القائمة على الويب لزيادة دافعية الطلاب في تعلم مفردات اللغة الإنجليزية. رسالة ماجستير في برنامج تعليم اللغة الإنجليزية، الجامعة الإسلامية الحكومية (IAIN) بالوبو. بإشراف إدي روستان ومسر الدين.

تهدف هذه الدراسة إلى استقصاء فعالية اللعبة المحمولة القائمة على الويب في زيادة دافعية الطلاب وتحسين اكتساب المفردات. استخدمت الدراسة منهج البحث والتطوير (R&D) مع نموذج ASSURE. تم تطبيق منصة اللعبة المحمولة القائمة على الويب "Wordwall" لتحقيق هذه الأهداف. أجريت التجارب بمشاركة 20 طالبًا من الصف السابع في مدرسة SMPN 7 بالوبو. أظهرت النتائج أن الطلاب يفضلون بشكل كبير أساليب التعلم التفاعلية، حيث ثبت أن "Wordwall" يسهم بشكل ملحوظ في تحسين دافعية الطلاب واكتسابهم للمفردات. بناءً على هذه النتائج، يُعتبر هذا التطبيق استراتيجية فعالة لتحقيق النجاح في تعلم اللغة الإنجليزية.

الكلمات المفتاحية: اللعبة المحمولة، موقع "Wordwall"، الدافعية، المفردات.

اللغة تطوير وحدة قبل من التحقق تم



CHAPTER I

INTRODUCTION

A. Background

It is necessary to acquire a robust vocabulary in order to study English. According to Amirsai, one of the most crucial abilities for improving a learner's capacity to carry out activities and comprehend English (receptive skills) is vocabulary.¹ This refers to vocabulary that has a purpose in the procedure for instructing and acquiring knowledge which is linked to language competencies.^{2,3} Specifically, word choice speaking skills plays an important role in communication, social reflection reality, emotional promoter, and predictor of academic ability.^{4,5} Adequate vocabulary will enable students to understand and use English effectively. However, many students have low motivation to learn English. The consequences of low student motivation in learning English are that students cannot understand and use English effectively in everyday communication. They also cannot use English as a tool to access information and knowledge from various sources.

¹ Gul Ahmad Amirzai, "Assessing the Effects of Teaching Vocabulary in Developing Receptive Skills: A Review Article," *Journal of World Englishes and Educational Practices* 3, no. 3 (March 30, 2021): 15–21, <https://doi.org/10.32996/jweep.2021.3.3.2>.

² Marta Widiawitasari Br Simamora and Lulud Oktaviani, "What Is Your Favorite Movie?: A Strategy Of English Education Students To Improve English Vocabulary," *Journal of English Language Teaching and Learning* 1, no. 2 (December 30, 2020): 44–49, <https://doi.org/10.33365/jeltl.v1i2.604>.

³ Olutayo Boyinbode and Adetayo Tihamiyu, "A Mobile Gamification English Vocabulary Learning System for Motivating English Learning," May 16, 2020.

⁴ Sardor Surmanov and Maftuna Azimova, "Analysis Of Difficulties In Vocabulary Acquisition" 6, No. 1 (N.D.).

⁵ Omer Elsheikh Hago Elmahdi and Abdulrahman Mokbel Mahyoub Hezam, "Challenges for Methods of Teaching English Vocabulary to Non-Native Students," *Advances in Social Sciences Research Journal* 7, no. 5 (June 7, 2020): 556–75, <https://doi.org/10.14738/assrj.75.8263>.

Most students today use their smart phones to play games during recess. However, this activity does not add to their knowledge and can disrupt their concentration during learning. As a result, they find it difficult to focus on the lesson material in class and their test scores decline. In addition, this activity can also make students lazy to learn, because they are more interested in playing games than studying.

One challenge encountered by students is low motivation in studying. Students with low motivation in learning English often lack a clear purpose in learning the language. They are easily distracted by other activities, such as playing games, watching TV, or using social media, which makes it difficult for them to focus on learning English. Owe is showed that teaching methods can affect students' motivation in learning, and that insufficient media, strategies, and materials can also have a negative impact.^{6,7,8} One of the root causes of students' lack of interest in programming is the difficulty of concepts such as variables, loops, arrays, and syntax. Elements of the educational environment, such English professors, Conditions for learning English (such as classrooms, seating preparations), with hands-on instruction environments can also influence student motivation.^{9,10}. One approach to tackling the challenge of teaching and learning

⁶ Thelal Iqab Oweis, "Effects of Using a Blended Learning Method on Students' Achievement and Motivation to Learn English in Jordan: A Pilot Case Study," *Education Research International* 2018 (November 4, 2018): 1–7, <https://doi.org/10.1155/2018/7425924>.

⁷ Neng Aprilia Purmama, Neng Sri Rahayu, and Rasi Yugafiati, "Students' Motivation In Learning English" 2, No. 4 (2019).

⁸ Yulfi Yulfi and Ahwalusah Aalayina, "Students' Motivation in Learning English," *Linguistic, English Education and Art (LEEA) Journal* 4, no. 2 (June 11, 2021): 401–13, <https://doi.org/10.31539/leea.v4i2.2256>.

⁹ Addisu Sewbihon Getie, "Factors Affecting the Attitudes of Students towards Learning English as a Foreign Language," ed. Maria Popescu, *Cogent Education* 7, no. 1 (January 1, 2020): 1738184, <https://doi.org/10.1080/2331186X.2020.1738184>.

programming concepts is to utilize gamification, which entails integrating game-like elements into educational activities. Gamification can be used to make learning more engaging and motivating for students, and to help them to overcome difficult concepts.

There are many methods to increase student learning motivation. One that can be applied is the use of games. Game is a learning medium that can be employed to enhance student learning motivation. Games can make learning more fun and interesting, and can provide challenges and feedback that can motivate students to learn. Several studies have shown that well-designed mobile games can increase students' motivation. Games are something unique and special because they function as powerful and very basic learning tools.¹¹ Game-based learning is a direct interactive learning activity that gradually embeds ideas and guides students towards the final goal.¹² Games play a crucial part in skill advancement but interactions between pupils, assisted by Games are a significant component as well.¹³ Soryoharjono also state that the game is an ice breaker which is a simulation activity that involves students so that the class becomes active and fun¹⁴.

¹⁰ Mukhlash Abrar et al., “‘If Our English Isn’t a Language, What Is It?’ Indonesian EFL Student Teachers’ Challenges Speaking English,” *The Qualitative Report*, January 15, 2018, <https://doi.org/10.46743/2160-3715/2018.3013>.

¹¹ Raph Koster, *A Theory of Fun for Game Design*, 2. ed (Sebastopol, Calif: O’Reilly Media, 2014).

¹² Theofylaktos Anastasiadis, Georgios Lampropoulos, and Kerstin Siakas, “Digital Game-Based Learning and Serious Games in Education,” *International Journal of Advances in Scientific Research and Engineering* 4, no. 12 (2018): 139–44, <https://doi.org/10.31695/IJASRE.2018.33016>.

¹³ Matthew Barr, “Student Attitudes to Games-Based Skills Development: Learning from Video Games in Higher Education,” *Computers in Human Behavior* 80 (March 2018): 283–94, <https://doi.org/10.1016/j.chb.2017.11.030>.

¹⁴ Kusumo Suryoharjono, *100+ Ice Breaker Penyemangat Belajar* (Surabaya: Ilman Nafia, 2023).

In today's technological era, the thing that almost everyone is most interested in is online games. This online game turned out to have a positive impact on mastering English vocabulary because almost all of the instructions were in English. This shows that mobile games that are appropriate to children's development have the potential for vocabulary learning.¹⁵ The application of mobile applications positively affects pupils' reading proficiency and learning motivation.¹⁶ Digital gaming techniques, especially mobile gaming, have become a great way to motivate new language learning.¹⁷ Digital games can be used to educate, motivate, and pique students' curiosity, making them powerful tools for improving student learning and performance in daily classroom practice.¹⁸ The EVLAPP-SRLM offers greater advantages for field-specific students instead of autonomous students in terms of performance and learning motivation¹⁹

The prevalence of online games presents a unique opportunity to harness their engaging nature for educational purposes. Research suggests that well-designed mobile games can effectively improve English vocabulary acquisition, reading proficiency, and overall learning motivation. While some studies highlight

¹⁵ Rebecca A. Dore et al., "Education in the App Store: Using a Mobile Game to Support U.S. Preschoolers' Vocabulary Learning," *Journal of Children and Media* 13, no. 4 (October 2, 2019): 452–71, <https://doi.org/10.1080/17482798.2019.1650788>.

¹⁶ Nina Sofiana, Husni Mubarak, and Universitas Islam Nahdlatul Ulama Jepara, Indonesia, husni@unisnu.ac.id, "The Impact of Englishgame-Based Mobile Application on Students' Reading Achievement and Learning Motivation," *International Journal of Instruction* 13, no. 3 (July 1, 2020): 247–58, <https://doi.org/10.29333/iji.2020.13317a>.

¹⁷ Monther M. Elaish et al., "Development of a Mobile Game Application to Boost Students' Motivation in Learning English Vocabulary," *IEEE Access* 7 (2019): 13326–37, <https://doi.org/10.1109/ACCESS.2019.2891504>.

¹⁸ Stamatis Papadakis, "The Use of Computer Games in Classroom Environment," *International Journal of Teaching and Case Studies* 9, no. 1 (2018): 1, <https://doi.org/10.1504/IJTCS.2018.090191>.

¹⁹ Chih-Ming Chen, Liang-Chun Chen, and Shun-Min Yang, "An English Vocabulary Learning App with Self-Regulated Learning Mechanism to Improve Learning Performance and Motivation," *Computer Assisted Language Learning* 32, no. 3 (March 4, 2019): 237–60, <https://doi.org/10.1080/09588221.2018.1485708>.

the benefits for specific student groups, the potential for broader application is undeniable. By embracing the power of digital games, educators and developers can create a dynamic and motivating learning environment, fostering a love for the English language and a thirst for knowledge.

Therefore, this research aims to create a mobile application for games in order to boost pupils' learning inspiration for acquiring vocabulary in English. Throughout this study, the investigator will decide the limitation of the issue. It only focuses on analyzing and developing website “wordwall”.

B. Formulation of the Problem

The researcher defined as follows is the issue, taking into account the problem's background:

1. What are the needs of students analyzed for the development of a web-based mobile game in SMPN 7 Palopo?
2. How are the developments of a web-based mobile game designed for students in SMPN 7 Palopo?
3. How can a web-based mobile game be developed to increase pupils' enthusiasm for learning English vocabulary?
4. Is there any difference in motivation to learn English vocabulary before students use web-based mobile games and student motivation after using web-based mobile games?

C. Research Objectives

The following are the research's goals in relation to issue formulation:

1. To analyze students' need for development a web-based mobile game in SMPN 7 Palopo.
2. To outline the design principles and development process for creating a web-based mobile game that effectively supports English vocabulary learning.
3. To measure the effectiveness of the web-based mobile game in increasing students' motivation to learn English vocabulary.
4. To compare students' motivation levels before and after using the web-based mobile game.

D. Benefits of the Research

The benefits of this research are expected to have an impact not only on students but also on teachers and schools. Therefore, the practical benefits of this research are:

- a. For Students:
 1. Games can be intrinsically motivating by offering a fun and interactive way to learn. This can lead to increased engagement with vocabulary learning and a more positive attitude towards studying English..
 2. By playing the game, students can practice vocabulary in a context-rich environment, reinforcing memorization and improving their understanding of how words are used.
 3. Games can be designed to cater to different learning styles and levels, allowing students to study at their own pace and concentrate on areas where they require the most practice.

4. Web-based mobile games can be accessed anywhere, anytime with an internet connection, enabling students to learn according to their own time and schedule. Games can provide immediate feedback on students' performance, allowing them to track their progress and stay motivated.
- b. For Teachers:
1. Games can be used as a supplement to traditional teaching methods, providing a fun and interactive way to introduce new vocabulary or review previously learned words.
 2. Games can be designed to collect data on student progress, allowing teachers to identify areas where students need more support and tailor their instruction accordingly.
 3. Games can create a more engaging classroom environment, encouraging students to participate actively and take ownership of their learning.
- c. For School
1. By promoting a more positive attitude towards learning English vocabulary, the game can contribute to a more encouraging and engaging learning atmosphere for students.
 2. By improving students' vocabulary knowledge and overall English language skills, the game can potentially lead to higher test scores and improved academic performance.

CHAPTER II

THEORETICAL REVIEW

A. Relevant Research

A few study findings that are pertinent to future research regarding the development of playing online games to increase pupils' enthusiasm to learn new words. To this research include:

1. Sabrina and Wahyu explored how Wordwall.net, a website with engaging vocabulary games, affects students' English vocabulary in an Indonesian middle school (SMP Negeri 1 Wonoayu). The researchers noticed low vocabulary scores in a particular assessment and wanted to see if Wordwall.net could improve the situation. The study involved two groups of 35 students each (experimental and control). Both groups took a vocabulary test before (pre-test) and after (post-test) the experiment. The experimental group used Wordwall.net for vocabulary practice for 3 weeks, while the control group did not. The results showed improvement in vocabulary scores for both groups. The experimental group's average score increased significantly from 65.00 (pre-test) to 89.13 (post-test). The control group also improved, but to a lesser extent (57.73 to 77.90). Statistical analysis confirmed that Wordwall.net use made a difference in vocabulary improvement (p-value = 0.001). In conclusion, the study suggests that using

Wordwall.net can be a valuable tool for enhancing students' English vocabulary knowledge.²⁰

2. Dwiningrum et.al, investigated whether using an educational tool called Wordwall helps junior high students learn more vocabulary words. The researchers focused on a class of 40 eighth graders at SMP Muhammadiyah 1 Pontianak. Students were chosen randomly by class, not individually. The researchers gave the students a vocabulary test before and after using Wordwall. By comparing the results, they found that students' vocabulary scores improved significantly. There was a strong positive effect, meaning Wordwall made a big difference in learning new words. Overall, the study suggests that Wordwall is an effective tool for enriching students' vocabulary and recommends its use in classrooms.²¹
3. A study by Elaish et.al, investigated whether a mobile app called "VocabGame" could motivate native Arabic students to learn English. The application was created using a collection of engaging principles and was made available on the Google Play Store. Two sets of pupils were formed: low achievement group and high accomplishment group. The experimental group's students experienced a significant increase in motivation levels after using the learning intervention via mobile. The researchers found that mobile apps for games can benefit students who

²⁰ Friza Shabrina and Wahyu Taufiq, "The Effect of Teaching English Vocabulary on Junior High School Students by Using Wordwall.Net," *Borneo Educational Journal (Borju)* 5, no. 2 (August 10, 2023): 283–95, <https://doi.org/10.24903/bej.v5i2.1353>.

²¹ N Dwiningrum, E Bunau, And E F Rahmani, "The Use of Wordwall to Enrich Students Vocabulary" 12, no. 1 (2024).

are initially weak in English and can increase their self-assurance. Additionally, there was a relationship between test results before and after based on academic inspiration, with a η_p^2 of 0.148. The researchers concluded that it is possible to effectively create a smartphone application game to encourage students of ethnic Arab descent to take English as a second linguistic.²²

Sabrina and Wahyu did research with the title “The Effect of Teaching English Vocabulary on Junior High School Students by Using Wordwall.net”. The similarity is using wordwall web. They researched at Junior High School of 8 grades in 2024. Students were given instructions to practice their English vocabulary concerning kinds of sports and sports equipment. After that, the researchers assessed the students' work as research data. They design the game by using random card, quiz, and maze chase.

Dwiningrum et.al, did research with the title “The Use f Wordwall to Enrich Students’ Vocabulary”. The similarity is using wordwall web. They researched at Junior High School of 8 grades in 2024. This research study used quantitative approach. The researcher began by giving a preliminary test to the students. This test included various question types, such as multiple choice, fill-in-the-blank, and matching.

Elaish et.al, did research with the title “Development of a Mobile Game Application to Boost Students’ Motivation in Learning English Vocabulary”.

²² Elaish et al., “Development of a Mobile Game Application to Boost Students’ Motivation in Learning English Vocabulary.”

They developed an application named “Vocagame”. They reserched Arab Students and used Crozzword games.

Thus, it can be concluded that these researchers share a commonality in utilizing games as a teaching medium. However, there are significant differences in the sample population, research timeframe, and teaching materials employed. Safitri et al. conducted their research on 98 students in Sukabumi village by implementing the Wordwall medium. On the other hand, Elaish et al. explored the application of game puzzle applications in the context of university lectures.

B. Theoretical Review

1. Motivation to Learn

Motivation is the driving force behind behavior. It is what causes us to act and to keep acting. Motivation can be strong or weak, and the intensity of our motivation can influence how hard we try and how long we persist at a task. For example, a student who is highly motivated to get good grades will study harder for a test than a student who is not very motivated.²³ Learning motivation is an important factor that influences learning success.²⁴ Motivation can be defined as the desire or urge to do something. Motivation to learn can come from within oneself (intrinsic motivation) or from outside oneself (extrinsic motivation). Intrinsic motivation is the behavior that is done for its own sake and enjoyment. It

²³ Herbert L. Petri and John M. Govern, *Motivation: Theory, Research and Application*, 6th ed (Belmont, CA: Wadsworth, Cengage Learning, 2013).

²⁴ Kris M.Y. Law, Shuang Geng, and Tongmao Li, “Student Enrollment, Motivation and Learning Performance in a Blended Learning Environment: The Mediating Effects of Social, Teaching, and Cognitive Presence,” *Computers & Education* 136 (July 2019): 1–12, <https://doi.org/10.1016/j.compedu.2019.02.021>.

is not dependent on external incentives or pressure. Intrinsic motivation has significant benefits, including improved performance, engagement, and learning outcomes. Extrinsic motivation refers to drive that originates from outside of a person. This motivation drives someone to do something because of an external reward or punishment.²⁵

Motivation is the fuel that propels us towards learning. It dictates the effort we invest and the perseverance we exhibit. Personal interest and enjoyment serve as the primary sources of intrinsic motivation, which promotes deeper engagement and better learning results. While extrinsic motivation can provide a starting point, fostering intrinsic motivation is key to long-term success. By understanding and nurturing both forms of motivation, educators and learners alike can unlock their full potential for academic achievement.

Motivating learners requires a multifaceted approach. Effective teachers should employ a combination of techniques to address both intrinsic and extrinsic factors that influence motivation.

Key strategies for motivating learners include:

1. Setting clear goals: Providing learners with clear expectations and helping them set achievable goals can enhance their motivation.
2. Showing the need for the lesson: Connecting the lesson to learners' real-life experiences can make it more relevant and engaging.
3. Arousing and maintaining interest: Teachers can use various techniques to capture learners' attention and keep them interested in the subject matter.

²⁵ Richard M. Ryan and Edward L. Deci, "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions," *Contemporary Educational Psychology* 61 (April 2020): 101860, <https://doi.org/10.1016/j.cedpsych.2020.101860>.

4. Increasing chances of early success: Providing learners with opportunities for early success can boost their confidence and motivation.
5. Being free with praise and constructive in criticism: Positive reinforcement and constructive feedback can significantly impact learners' motivation.
6. Avoiding emotional responses: Maintaining a professional demeanor and avoiding emotional outbursts can create a positive learning environment.
7. Being a professional or a role model: Teachers should set an exemplary example for learners to follow.
8. Providing necessary facilities and resources: Ensuring learners have the resources they need to succeed can contribute to their motivation.
9. Assigning responsibilities: Giving learners opportunities to take ownership of their learning can enhance their motivation.
10. Treating learners as special individuals: Recognizing and valuing each learner as an individual can foster a positive learning environment.
11. Giving correct guidance: Providing support and guidance when needed can help learners overcome challenges and stay motivated.
12. Using teaching methods and aids that are interesting and stimulating: Employing a variety of teaching methods and aids can keep learners engaged and motivated.
13. Providing incentives: Rewards and recognition can be effective motivators, but they should be used strategically.
14. Considering ego involvement: Recognizing learners' need for self-esteem and status can help motivate them.²⁶

Uno (2014) states several indicators of learning motivation, namely:

1. **Desire and Will to Succeed:** Having a strong desire and determination to achieve success in learning.
2. **Drive and Need to Learn:** Having an internal drive and need to learn and develop oneself.
3. **Hopes and Future Aspirations:** Having hopes and future aspirations that one wants to achieve through education.

²⁶ Jacob Filgona et al., "Motivation in Learning," *Asian Journal of Education and Social Studies*, September 9, 2020, 16–37, <https://doi.org/10.9734/ajess/2020/v10i430273>.

4. **Appreciation for Learning:** Appreciating the process and outcomes of learning, and feeling happy and satisfied when learning.
5. **Engaging Learning Activities:** Being interested and enthusiastic in participating in varied and creative learning activities.
6. **Conducive Learning Environment:** Feeling comfortable and safe to learn in an environment that is conducive and supportive of the learning process.²⁷

By understanding the forms, methods, and indicators of learning motivation, educators and parents can help to increase students' learning motivation and encourage them to achieve better results.

2. Mobile Game for Learning English

For students who have been accustomed to playing games since childhood, learning through games can be more enjoyable and motivating.²⁸ Today's mobile games are not just entertainment. But also as a means of motivating students to increase vocabulary.²⁹ In addition to increasing student motivation, mobile devices mediate the development of students' positive attitudes in English lessons.³⁰ Digital game-based mobile applications can be an effective

²⁷ Educational Technology Program, Universitas Sebelas Maret, Indonesia, tp11010.yanuaridwi@gmail.com et al., "Using Learning Media to Increase Learning Motivation in Elementary School," *Anatolian Journal of Education* 4, no. 2 (September 1, 2019): 53–60, <https://doi.org/10.29333/aje.2019.426a>.

²⁸ Desy Safitri et al., "Improvement of Student Learning Motivation through Word-Wall-Based Digital Game Media," *International Journal of Interactive Mobile Technologies (iJIM)* 16, no. 06 (March 22, 2022): 188–205, <https://doi.org/10.3991/ijim.v16i06.25729>.

²⁹ Nada Gamlo, "The Impact of Mobile Game-Based Language Learning Apps on EFL Learners' Motivation," *English Language Teaching* 12, no. 4 (March 9, 2019): 49, <https://doi.org/10.5539/elt.v12n4p49>.

³⁰ Nezi̇h Önal, Kerim Kürşat Çevik, and Veysel Şenol, "The Effect of SOS Table Learning Environment on Mobile Learning Tools Acceptance, Motivation and Mob," n.d.

tool for improving monologic oral production skills and can help learners to improve the complexity, accuracy, and fluency of their speech.³¹

Crosswords puzzle games can improve students' vocabulary.^{32, 33, 34} An app for smart phones called “VocabGame” designed on the foundation of a series of motivational instructions.³⁵ The use of an application called the Android Package Kit (APK) which is effective with meaningful learning activities to teach vocabulary to young learners is highly recommended.³⁶ EWORD is an educational mobile game that helps students improve their English vocabulary learning skills and increases student engagement.³⁷ By using the game-based vocabulary practice system, students experienced increased learning effectiveness and reported feeling more motivated to learn, likely due to its ability to hold their attention and spark their interest.³⁸ Therefore, learning English with vocabulary material is more effective when using game applications.

³¹ Zehua Wang and Feifei Han, “Developing English Language Learners’ Oral Production with a Digital Game-Based Mobile Application,” ed. Filomena Papa, *PLOS ONE* 16, no. 1 (January 5, 2021): e0232671, <https://doi.org/10.1371/journal.pone.0232671>.

³² yayang Taofik Anwar And Efransyah Efransyah, “Eaching English Vocabulary Using Crossword Puzzle Game At The Seventh Grade Students,” *Project (Professional Journal of English Education)* 1, no. 3 (June 11, 2018): 235, <https://doi.org/10.22460/project.v1i3.p235-240>.

³³ Emel Çilingir Altınar, “Relationship between Spatial Thinking and Puzzle Games of Elementary School Students,” *International Online Journal of Educational Sciences*, 2018, <https://doi.org/10.15345/iojes.2018.01.008>.

³⁴ Lailatul Munawaroh Panjaitan and Dwi Suci Amaniansih, “Improving Students’ Vocabulary Mastery By Using Puzzle Game at The Second Grade of Mts Al-Washliyah Medan,” *Journal MELT (Medium for English Language Teaching)* 5, no. 2 (June 14, 2021): 129, <https://doi.org/10.22303/melt.5.2.2020.129-141>.

³⁵ Elaish et al., “Development of a Mobile Game Application to Boost Students’ Motivation in Learning English Vocabulary.”

³⁶ made Hery Santosa, I Putu Surya Pratama, And I Nyoman Adi Jaya, “Developing Android-Based English Vocabulary Learning Materials For Primary School Students,” 2020.

³⁷ B K Ng et al., “Educational Mobile Game for Learning English Words,” *IOP Conference Series: Materials Science and Engineering* 979, no. 1 (November 1, 2020): 012007, <https://doi.org/10.1088/1757-899X/979/1/012007>.

³⁸ Ting-Ting Wu, “Improving the Effectiveness of English Vocabulary Review by Integrating ARCS with Mobile Game-based Learning,” *Journal of Computer Assisted Learning* 34, no. 3 (June 2018): 315–23, <https://doi.org/10.1111/jcal.12244>.

3. English vocabulary

Vocabulary is among the most crucial factors when studying a language. With a wide and stable vocabulary, we will be able to understand and communicate better.³⁹(Dakhi & Fitria) also said the same thing that vocabulary is a primary communication tool that is essential for expressing oneself and understanding others.⁴⁰ Vocabulary combined field of linguistic proficiency which has a big position of students in acquiring and developing a language.⁴¹ To become proficient in English, students must first learn a basic set of vocabulary words. This will give them the foundation they need to develop the four skills of English.⁴² One of the keys to student success is vocabulary because the more vocabulary they have, the more they can understand the text.⁴³

One of the biggest challenges for students learning English is a limited vocabulary. This is supported by Effendi (1997), who found that a lack of vocabulary is a common weakness among students using English. To address the problem of inadequate vocabulary in students, efforts from various parties are needed, namely students, teachers, and schools. Students need to have a high interest and motivation to learn vocabulary. Teachers can use appropriate and

³⁹ Zhihong Bai, "An Analysis of English Vocabulary Learning Strategies" 9 (2018).

⁴⁰ Saniago Dakhi and Tira Nur Fitria, "The Principles and the Teaching of English Vocabulary: A Review," *JET (Journal of English Teaching)* 5, no. 1 (February 28, 2019): 15, <https://doi.org/10.33541/jet.v5i1.956>.

⁴¹ Ivan Susanto Salawazo et al., "Analysis of Students' Vocabulary in Learning English," *Linguistic, English Education and Art (LEEA) Journal* 3, no. 2 (June 24, 2020): 469–75, <https://doi.org/10.31539/leea.v3i2.1017>.

⁴² Syafrizal Syafrizal and Haerudin Haerudin, "The Implementation Of Vocabulary Building Strategy In Teaching English Vocabulary To Young Learners," *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP* 5, no. 1 (June 30, 2018): 40, <https://doi.org/10.33394/jo-elt.v5i1.2296>.

⁴³ Marilee Sprenger, *Teaching the Critical Vocabulary of the Common Core: 55 Words That Make or Break Student Understanding* (Alexandria, Virginia: ASCD, 2013).

interesting learning methods to help students learn vocabulary. Schools also need to provide adequate facilities and infrastructure to support vocabulary learning.⁴⁴

A strong vocabulary is the bedrock of language acquisition. It empowers us to comprehend complex ideas, express ourselves clearly, and bridge the communication gap. While limited vocabulary presents a significant hurdle for learners, a collaborative effort can overcome it. Students need unwavering motivation and a thirst for knowledge. Educators must employ engaging and effective teaching methods. Schools must provide the necessary resources and infrastructure to support vocabulary development. By fostering a supportive learning environment and prioritizing vocabulary acquisition, teacher can unlock students' full potential in their English language journey

4. Development Research

Every research requires a method, namely how to search for, obtain, collect data, both primary data and secondary data, which can be used for purposes of compiling scientific work, then analyzing factors related to the problem so that the truth or desired data can be obtained.

Sugiyono states that Research and Development (R&D) is a development. Method used to produce specific products. According to this opinion, development means having an orientation towards products whose effectiveness has been tested. Development is a scientific method used to create new products or concepts from existing knowledge. In the educational context, instructional

⁴⁴ Heppy Sinaga, Herman Herman, And Eben Pasaribu, "The Effect Of Anagram Game On Students' Vocabulary Achievement At Grade Eight Of Smp Negeri 8 Pematangsiantar," *Journal of English Educational Study (JEES)* 3, no. 1 (May 18, 2020): 51–60, <https://doi.org/10.31932/jees.v3i1.655>.

development through research and development (R&D) is considered the most advanced type of research to support the creation of various educational products that teachers need to improve their teaching practices. Research and development helps teachers create better teaching materials and teaching methods, as well as ensure high-quality educational products and improve learning. ⁴⁵

In the 1980s, Heinich and colleagues introduced the ASSURE model, which Smaldino and others have continued to refine. While the model focuses on instructional activities, it doesn't directly address learning strategies. However, these strategies are fostered through the specific methods, media, materials, and student participation chosen for the classroom.⁴⁶ The ASSURE model is one of guidance and planning which can help with how to plan, identify, determine goals, select methods and materials, and evaluate. The ASSURE model is a reference for educators in teaching students which is planned and arranged systematically by integrating technology and media so that learning becomes more effective and meaningful for students.

Drawing upon insights from various experts on designing instruction using the ASSURE model, the researcher adopted the approach outlined by Smaldino (2011:110), which encompasses six steps: (1) learner analysis, (2) objective setting, (3) selection of models, media, and materials, (4) implementation of

⁴⁵ Edhy Rustan, *Desain Instruksional Dan Pengembangan Pembelajaran Bahasa*, Cetakan Pertama, (Wirokerten Banguntapan Bantul Yogyakarta: Selat Media Patners, 2023).

⁴⁶ Muhammad Rizki Hidayat, Ahmad Sofyan, and Agus Hadi Utama, “*Pemanfaatan Media Montessori dalam Meningkatkan Motivasi Belajar Mata Pelajaran Matematika Siswa Kelas II SD*” 1, no. 2 (2020).

models, media, and materials, (5) fostering learner participation, and (6) evaluation and revision.⁴⁷

Further, the steps for learning design using the ASSURE model is explained as follows:

a. Analyze Learner Characteristics

Learning needs analysis is a comprehensive process for identifying and understanding the various factors that influence language learning. This includes desires, aspirations, requests, hopes, motivations, deficiencies, obstacles, and requirements related to the language abilities of the learners.⁴⁸

The primary goal of educators is to meet the unique needs of each student so that they can achieve their maximum level of learning. The analysis provides information that allows educators to strategically plan customized learning to meet students' specific needs.

According to Benny (2011) learning success is closely related to a deep understanding of student characteristics. These characteristics include general aspects such as background, interests and motivation, as well as specific competencies that have been previously mastered and learning styles.⁴⁹

Learning needs analysis is a critical tool for educators to tailor instruction to the specific needs of their students. By identifying factors such as desires, aspirations, motivations, and learning styles, educators can create more effective

⁴⁷ Rozi Iskandar and Farida F, "Implementasi Model ASSURE untuk Mengembangkan Desain Pembelajaran di Sekolah Dasar," *Jurnal Basicedu* 4, no. 4 (August 16, 2020): 1052–65, <https://doi.org/10.31004/basicedu.v4i4.468>.

⁴⁸ Rustan, *Desain Instruksional Dan Pengembangan Pembelajaran Bahasa*.

⁴⁹ Asep Nurjaman, *Peningkatan Kemampuan Berpikir Kritis Dalam Pembelajaran Pendidikan Agama Melalui Desain Pembelajaran ASSURE*, Cetakan Pertama (Indramayu: CV. Adanu Abimata, 2020).

and engaging learning experiences. This individualized approach is essential for maximizing student learning outcomes and fostering a positive and supportive learning environment.

b. State Standards and Objectives

Learning objectives go beyond simply listing the skills students need to acquire. They also outline how students will demonstrate their mastery of these skills. This includes defining the evaluation criteria, such as tests or projects, and establishing the expected level of proficiency. Learning objectives not only specify the knowledge and skills students should gain but also the desired attitudes they should cultivate.⁵⁰

The ASSURE model's next step is to create criteria and goals. Established Competency Standards serve as the basis for standards. It is believed that studying would enable pupils to acquire certain skills and competences. When creating standards and learning objectives, it's important to consider the foundation of strategy and proper media choice. The significance of developing standards and objectives for fundamental education in this learning evaluation reveals the types of information and skills that students will be able to acquire. In addition, it serves as the cornerstone for further student learning. In order for pupils to get ready in advance for involvement and activity in the classroom.

c. Select Strategies, Technology, Media , and Materials

The next step in creating effective learning is to support learning by using technology and media in a systematic way to select strategies, technology, and

⁵⁰ Benny A Pribadi, "Model ASSURE untuk Mendesain Pembelajaran Sukses," *PT. Dian Rakyat*, cetakan, Oktober 2011.

teaching materials. The selection of learning strategies is adjusted to the standards and objectives of learning. In addition, it also pays attention to the learning styles and motivation of learners, which can later support learning. Learning strategies can incorporate the ARCS model. The ARCS model can help identify which strategies can build Attention from learners, make learning Relevant to their needs and goals, confident, learning design can help learners to make meaning of knowledge, and Satisfaction from learners' learning efforts. Learning strategies can first determine the appropriate method. Selecting technology and media that are appropriate for teaching materials. The word "media" comes from the Latin word "medium", which literally means "intermediary" or "carrier". In the context of education, media refers to tools and resources that can be used to deliver instruction and support learning.⁵¹ Media is a tool to stimulate learners in the learning process.⁵² Significantly enhance student engagement, motivation, and overall learning outcomes. By carefully selecting and utilizing appropriate media tools, educators can transform classrooms into dynamic and stimulating learning environments that foster a genuine love of learning among their students.

d. Utilize Technology media, materials

According to Smaldino (2011: 121), there are five key aspects of using technology, media, and teaching materials: previewing the Material, preparing resources, setting up the learning Environment, preparing students, providing

⁵¹ I Andrushchak et al., "Media Technologies In Education, Science and Production," n.d.

⁵² Najwa Rohima, "Penggunaan Media Pembelajaran Untuk Meningkatkan Keterampilan Belajar Pada Siswa," May 3, 2023, <https://doi.org/10.31219/osf.io/acxe2>.

engaging learning experiences.⁵³ By effectively implementing these five strategies, educators can enhance the learning process, promote student engagement, and foster a stimulating learning environment that maximizes student understanding and achievement.

e. Require learner participation

The main objective of education is to promote active participation of learners in the presented material and its applications. In the current technological era, educators are required to possess the experience and practice to implement, analyze, synthesize, and evaluate rather than merely convey information to students. This aligns with the constructivist notion that learning is an active mental process built upon authentic experiences, where learners receive informative feedback to achieve their learning objectives.

f. Evaluation and revise

The final stage of the systematic and sequential process for determining the quality (value and meaning) of something is Evaluation and Revision, based on the perspective of specific decision criteria. High-quality teaching development necessitates revision. To assess how effectively learners have attained clearly defined objectives and standards, evaluation can employ both traditional and authentic assessments. Arifin (2012) revise the curriculum if there is a mismatch between learning objectives and student learning outcomes.⁵⁴ This emphasizes the

⁵³ Rachma Nika Hidayati, "Implementasi Model Assure dalam Pembelajaran Daring pada Mata Pelajaran Bahasa Arab di MI Nurul Hidayah," *Paramurobi: Jurnal Pendidikan Agama Islam* 4, no. 1 (June 10, 2021): 131–48, <https://doi.org/10.32699/paramurobi.v4i1.1829>.

⁵⁴ Ibrahim Maulana Syahid, Nur Annisa Istiqomah, and Khoula Azwary, "Model Addie Dan Assure Dalam Pengembangan Media Pembelajaran," *Journal of International Multidisciplinary Research* 2, no. 5 (May 17, 2024): 258–68, <https://doi.org/10.62504/jimr469>.

importance of using evaluation data to inform curriculum revisions and ensure that learning objectives are aligned with student achievement.

CHAPTER III

RESEARCH METHODS

A. Type of Research

The method that researchers use is the Research and Development (R&D) approach. The R & D research method was chosen in this research because it is relevant to the research objective, namely to produce digital-based learning media while testing its effectiveness. Research and development (R&D) is a process or series of steps to develop a new product or improve an existing product that can be accounted for.⁵⁵

Based on the product or media that was developed, namely the development of educational game media based on the web "*wordwall*" to improve the learning outcomes of seventh-grade junior high school students. Researchers used a model ASSURE modified with Borg and Gall's development research steps. In developing educational game based on the web *Wordwall*, researchers used references from various printed books and also journals, both national and international journals.

B. Variable and Operational Definition

In this study, web-based educational game media using *Wordwall* is a variation of X (independent variable/influencing variable). This web-based educational game media contains quizzes that are fun for students because each webpage has a different game with different questions. Each game can only be

⁵⁵ Sri Gustiani, "Research And Development (R&D) Method As a Model Design in Educational Research and Its Alternatives" 11, no. 2 (2019).

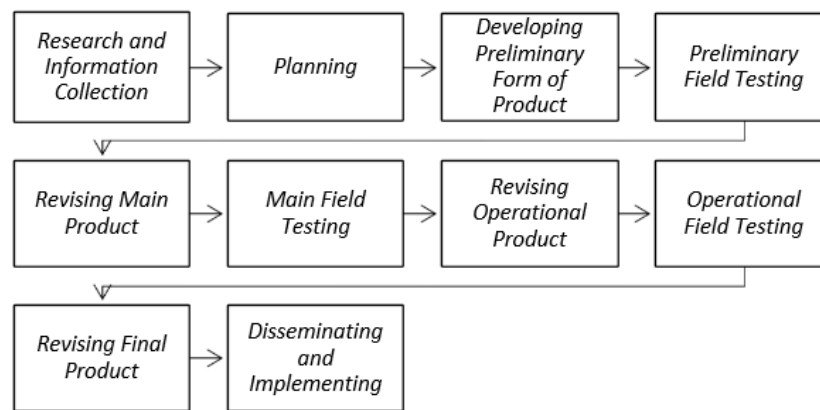
played once. This can attract students' attention to work on the questions and play different games as well.

In this study, the dependent variable (Y variable) is learning outcomes. Learning outcomes are the final measure of the entire learning process. Whether or not a learning objective has been achieved can be seen from the learning outcomes. In this case, students will be able to see directly what score they get after completing the questions/quizzes, while teachers can also see the results/scores obtained by the students. Thus, teachers will know the level of difficulty student's face in answering questions, who is the fastest to answer each question, and who does not answer the questions. These learning outcomes are the abilities that an individual possesses or acquires after or during the learning process, where these learning outcomes can provide changes in behavior and knowledge, understanding of thinking, individual attitudes, and skills that are assessed to be better than before.

C. Research and Development Steps

Borg and Gall (1983) outlined a 10-step process for developing educational materials. It starts with research (literature review, needs assessment, and framework building) to understand the problem and define goals. Then, planning involves outlining skills, objectives, and research steps. A draft product is created and tested with a small group (3-4) through interviews, questionnaires, or observations. Feedback informs revisions before a wider trial (5-15) with a more diverse group. This may involve an experimental design for detailed data. More revisions based on this feedback lead to an operational model. This model is

then validated in a large-scale test (30-40) with various data collection methods. The final product is created based on this data and then disseminated (through seminars, publications, etc.) to educators for implementation.⁵⁶



R&D Method Steps (Borg & Gall, 1983)

Mawardi (2014) simplifies the ten steps of Borg and Gall's R&D into three main steps, although each main step is further broken down into sub-steps. The three main steps are: 1) the Preliminary Study stage; 2) the Design and Development stage; and 3) the Testing stage.⁵⁷

1) The Preliminary Study stage

a. Literature review

A literature review was conducted to describe the development of web-based Wordwall educational game media to improve the learning outcomes of seventh-grade students. The author conducted the study through previous journals and other relevant sources to collect supporting data related to the variables used, namely web-based Wordwall educational game media to improve the learning

⁵⁶ Gustiani.

⁵⁷ Wiga Pratama Benedeto and Eunice Widyanti S, "Media Pembelajaran Aplikasi Android untuk Meningkatkan Minat Belajar Siswa Materi Sistem Tata Surya" Volume 5 (2023): 351–59.

outcomes of seventh-grade students, as well as other supporting data related to research and development.

b. Field study

A field study was conducted to analyze learning problems and needs by comparing the ideal conditions with the conditions in the field. For example, data was collected through questionnaires to seventh-grade teachers at SMPN 7 Palopo to determine the needs related to learning media in seventh grade. Quantitative data was then obtained containing problems related to learning media in seventh grade, one of which was the underutilization of media. Students who are lazy to learn because of their lack of vocabulary. Then data analysis was carried out.

c. Product draft preparation

Based on the data obtained from the preliminary study, the researcher needs to design an actual model that will be used to design the initial draft of the product to be developed. Therefore, the author created the development of educational game media based on web wordwall to improve the learning outcomes of sixth-grade students. The preparation of the product draft with the following steps:

Formulate Basic Competencies (KD).

- Compilation of Lesson Plans (RPP) chapter 3 home sweet home unit 1, 2 and 3
- Learning Objectives unit 1 My Favorite Food, unit 2 Talking about what people do and use to clean up a house. And unit 3 Give instructions on how to do something for student Grade VII SMP
- Create an Educational Game Media Design Based on Web Wordwall

2) Product development

a. Product Development Model

Smaldino et al. (2008) state that ASSURE model is a model formulated for Teaching and Learning Activities or also called oriented model class. This model consists of six activity steps, namely: (1) Analyze learner characteristics, (2) states objectives, (3) selecting methods, media and materials, (4) use of media and materials, (5) student participation in in class, as well as (6) assessment and revision.⁵⁸



The steps of the ASSURE model are as follows:

a) Analyze Student Characteristic

This stage is necessary to identify and establish the background of the problem of the need to develop learning media. Then analyze the initial abilities of students, which are analyzed in the form of knowledge and skills that have been learned by students before receiving learning.

Questionnaire grid for students' initial abilities in teaching materials chapter 3 Home Sweet Home unit 1 my house

⁵⁸ Rustan, *Desain Instruksional Dan Pengembangan Pembelajaran Bahasa*.

Variable	Indicator	Item Number	Amount
Students' initial ability to understand the material in chapter 3 home sweet home	describe rooms in a house and things in the rooms	1 & 2	2
	Talking about what people do and use to clean up a house.	3,4,5,6,	1
	Give instructions on how to do something.	7 dan 8	1

Table 1. Student initial ability questionnaire grid

No	Statement	Answer	
		Yes	No
	Students are able to write the names of rooms in the house		
	Students are able to write things in the kitchen, living room, dinning room, bed room, garage		
	Talking about what people do and use to clean up a house		

	Describe household activities		
	Describe things to use to clean up		
	Use simple present tense to describe things		
	Giving instructions how to do something		
	Describe cleaning up activities		

b) states objectives

The second stage of the ASSURE model is formulating learning objectives. In formulating learning objectives, it is necessary to pay attention to several considerations including: Core Competencies-Basic Competencies (KI-KD), and student characteristics. Learning objectives must contain four components, namely ABCD. A (Audience) contains information about the individual or student who is studying, B (Behavior) describes aspects of the abilities that will be possessed after learning, C (Condition) reflects the conditions during which the learning takes place. D (Degree) describes the level that students must demonstrate after gaining knowledge after ongoing learning.

c) Select Methods, Media, and Materials

The third stage of the ASSURE model is selecting methods, media and materials teach. Selecting methods, media, and teaching materials in the learning process are crucial components for achieving optimal learning outcomes.

1. selecting methods

The method that will be used in this research is using assignment methods, games, questions and answers.

2. Select a media format

In this learning activity, educational game media based on Wordwall will be utilized to enhance the learning outcomes of seventh-grade students. The implementation of this media will involve the utilization of WhatsApp groups and the Wordwall website. Students will be assigned tasks via the WhatsApp group, including a Wordwall link to access and engage in the educational games.

3. Teaching media in learning proses

This research aims to develop an English language educational game media based on the Wordwall website to enhance the motivation of seventh-grade students to learn.

The development process involves several stages:

- Determining the media format: This entails selecting the most suitable format for the educational game media, considering factors such as the type of activities, target audience, and instructional objectives.
- Establishing the initial media design: This involves creating a preliminary outline and visual representation of the game media, including the layout, graphics, and overall user interface.
- Developing the media: This stage encompasses the actual creation of the game media, including programming, content development, and integration of interactive elements.

- Constructing the media evaluation instrument: This involves designing a tool or framework to assess the quality of the developed media. This instrument may include criteria such as usability, effectiveness, and engagement.
- Validating the media: This entails seeking feedback from experts in the field of education and instructional technology to evaluate the media's quality and identify areas for improvement.
- Revising the media: Based on the feedback and suggestions received during the validation process, the media is refined and modified to enhance its effectiveness and address any identified shortcomings.
- Pilot testing the media: Once the media has been validated and revised, it is tested with a small group of students to gather feedback on its functionality, usability, and impact on student learning and motivation.

d) Utilize Media and Materials

During this stage, the teacher should conduct a preliminary pilot test to ensure the effectiveness of the media being implemented. The teacher begins by explaining the features and the English language educational game media based on the Wordwall website. Once the teacher has clearly outlined the gameplay mechanics and rules, students are given the opportunity to try out the game on their individual mobile devices.

e) Require Learner Participation

The fifth step of the ASSURE model is to involve students. Student participation in the learning process will increase students' memory of the subject matter.

Student involvement in learning activities can be started from the beginning of the activity, when the teacher greets, motivates, delivers objectives, invites singing together, and apperception. First, students are asked to read the material describe rooms in a house and things in the rooms and play the wordwall game student worksheets 1. Then, students are asked to read the material Talking about what people do and use to clean up a house., and then play the wordwall game student worksheets 2. Third, students read Give instructions on how to do something and play the wordwall game student worksheets 3 on their respective mobile phones.

f) Evaluate and Revise

The final step of the ASSURE model is evaluation and revision. This is done to evaluate and revise the development of web-based English language educational game media using wordwall to increase the motivation of seventh-grade students. This is said to be valid and effective for use in the learning process.

b. Expert Validation Test

The purpose of the product validation test for the development of web-based English language educational game media to improve the motivation of seventh-grade students in learning English is to refine and obtain validation for the model and to identify strengths and weaknesses conceptually according to experts. The validation test is conducted by material and media experts. If there are any shortcomings or problems, they will be revised first. The revised results are then tested on students in a limited trial.

1. Material Expert Validation Test

a) Objective

Expert material validation aims to determine the validity level of the material contained in the development of web-based English language educational game media to improve the motivation of seventh-grade students in learning English. Other objectives in the expert material validation test are also carried out to refine and identify strengths and weaknesses conceptually according to the material expert.

b) Aspect

To determine the feasibility of the material used in the development of web-based educational game media to improve the learning outcomes of seventh-grade students.

c) Material Validation instrument

The material validation instrument is used to assess the validity of the material in the development of web-based educational game media to improve the motivation of seventh-grade students.

d) Data source

The sources of data for expert material validation in the development of web-based educational game media to improve the motivation of seventh-grade students are drawn from the field of education, namely lecturers or teachers.

e) Data analysis technique

Data analysis techniques to calculate the results of material validation tests use descriptive percentage and categorical techniques to determine the feasibility of the presented material. The score results obtained from the material experts are

then added up and the score is presented in percentage by using the following formula:

$$\text{Percentage Score} = \left(\frac{\text{Sum of Expert Scores}}{\text{Total Possible Score}} \right) \times 100 \%$$

Sum of Expert Scores : This represents the total score obtained from all the
Material experts involved in the validation process.

Total Possible Score : This represents the maximum score that an expert can give
for each item in the material validation instrument

Percentage Score : This represents the overall percentage score for the
material, indicating the proportion of the total possible
score that was achieved.

The percentage score is then grouped into five categories, namely:

Intervals	Katagories
81% - 100%:	Highly Valid
61% - 80%:	valid
41%- 60%	Moderately Valid
21%- 40%	Less Valid
1%-20%	invalid

Based on the established categories, the results of the material validation test for the development of web-based educational game media to improve the motivation of seventh-grade students can be considered feasible if the minimum percentage reaches $\geq 61\%$.

2. Validation test of learning design

a) Objective

Material expert validation aims to determine the validity of the design in the development of web-based educational game media to improve the motivation of seventh-grade students. Media expert validation tests are conducted to assess the feasibility of the media.

b) Aspect

To determine the feasibility of the design used in the development of web-based educational game media to improve the motivation of seventh-grade students, the following aspects of design expert validation can be considered:

1) Components

2) Principles

c) Design Validation instrument

By employing a comprehensive design validation instrument, educators and instructional designers can refine and enhance the design of web-based educational game media, ensuring that it effectively promotes motivation and learning outcomes for seventh-grade students.

d) Data source

Source of data validation from Design experts which includes the development of wordwall web-based educational game media to increase the motivation of class VII students referring to the world of education, namely lecturers or teachers.

e) Data analysis technique

Data analysis techniques for calculating design validation test results use percentage and categorical descriptive techniques to determine the suitability of the material presented. The scores obtained from the design experts are then added up and the scores are given a percentage by calculating using the following formula:

$$\text{Percentage Score} = \left(\frac{\text{Sum of Expert Scores}}{\text{Total Possible Score}} \right) \times 100 \%$$

Sum of Expert Scores : This represents the total score obtained from all the material experts involved in the validation process.

Total Possible Score : This represents the maximum score that an expert can give for each item in the material validation instrument

Percentage Score : This represents the overall percentage score for the material, indicating the proportion of the total possible score that was achieved.

The percentage score is then grouped into five categories, namely:

Intervals	Katagories
81% - 100%:	Highly Valid
61% - 80%:	valid
41%- 60%	Moderately Valid
21%- 40%	Less Valid
1%-20%	invalid

Based on the established categories for design validation, the design of the web-based Wordwall educational game media aimed at enhancing seventh-grade student motivation can be considered feasible if the percentage score for each aspect of the design reaches a minimum of $\geq 61\%$.

3. Media Expert Validation Test

a) Objective

Media expert validation plays a crucial role in the development of web-based Wordwall educational game media aimed at enhancing seventh-grade student motivation. This process involves seeking feedback from experts in the field of media and instructional design to evaluate the validity and feasibility of the media.

b) Aspect

Media expert validation plays a crucial role in the development of web-based Wordwall educational game media aimed at enhancing seventh-grade student motivation. This process involves seeking feedback from experts in the field of media and instructional design to evaluate the validity and feasibility of the media.

c) Media Validation Instrument

A media validation instrument is a tool used to evaluate the validity of educational media, such as web-based Wordwall English educational game media designed to enhance the motivation of seventh-grade students. This instrument plays a crucial role in ensuring that the media is effective, appropriate, and aligned with the intended learning objectives

d) Data source

In the context of developing web-based Wordwall English educational game media aimed at boosting the motivation of seventh-grade students, media expert validation plays a crucial role in ensuring the effectiveness and appropriateness of the instructional design and media elements. To gather validation data for this purpose, lecturers or teachers, who are experts in the field of education, serve as valuable sources.

e) Data analysis technique

To evaluate the media elements of web-based Wordwall English educational game media aimed at enhancing seventh-grade student motivation, two data analysis techniques are employed: Descriptive Percentage Analysis and Categorical Analysis.

To obtain a comprehensive assessment of the media's validity, the scores from the experts are aggregated and converted into percentages using the following formula:

$$\text{Percentage Score} = \left(\frac{\text{Sum of Expert Scores}}{\text{Total Possible Score}} \right) \times 100 \%$$

Sum of Expert Scores : This represents the total score obtained from all the material experts involved in the validation process.

Total Possible Score : This represents the maximum score that an expert can give for each item in the material validation instrument

Percentage Score : This represents the overall percentage score for the material, indicating the proportion of the total possible score that was achieved.

The percentage score is then grouped into five categories, namely:

Intervals	Katagories
81% - 100%:	Highly Valid
61% - 80%:	valid
41%- 60%	Moderately Valid
21%- 40%	Less Valid
1%-20%	invalid

Based on the established categories for media validation, the web-based Wordwall English educational game media designed to enhance seventh-grade student motivation can be considered feasible if the percentage score for each aspect of the media elements reaches a minimum of $\geq 61\%$.

c. Limited Trial

1. Trial Design

Once expert validation has been conducted and the web-based Wordwall English educational game media has been refined based on expert feedback and a revision, the next step is to carry out a limited product trial. This trial will involve implementing the media in a classroom setting with a small group of seventh-grade students to gather feedback on its effectiveness and identify any potential issues that may not have been apparent during the validation process.

2. Subject

The participation of teachers and seventh-grade students in the limited product trial is crucial for evaluating the web-based Wordwall English educational

game media and ensuring that it meets the needs and expectations of its target audience. By gathering comprehensive feedback from both teachers and students, educators can refine the media, enhance its effectiveness, and ultimately contribute to improved student motivation and English language learning outcomes. The participation of teachers and seventh-grade students in the limited product trial is crucial for evaluating the web-based Wordwall English educational game media and ensuring that it meets the needs and expectations of its target audience. By gathering comprehensive feedback from both teachers and students, educators can refine the media, enhance its effectiveness, and ultimately contribute to improved student motivation and English language learning outcomes.

3. Data Type

The limited product trial for the web-based Wordwall English educational game media designed to enhance seventh-grade student motivation will involve the collection of both qualitative and quantitative data. This data will provide valuable insights into the effectiveness of the media, its impact on the learning process, and the achievement of student learning outcomes.

a) Qualitative Data

The feedback and suggestions provided by subject matter experts and educational game media development experts during the validation process for the web-based Wordwall English educational game media designed to enhance seventh-grade student motivation are considered qualitative data. This valuable input serves as a rich source of insights into

the strengths, weaknesses, and potential areas for improvement of the media.

b) Quantitative Data

Quantitative data from pre-test and post-test serves as a crucial component in evaluating the web-based Wordwall English educational game media. By measuring and analyzing student performance, educators can gain valuable insights into the media's effectiveness in promoting English language learning among seventh-grade students and make informed decisions about its implementation and refinement.

4. Data collection techniques and instruments

Data collection for evaluating the effectiveness of the web-based Wordwall English educational game media designed to enhance seventh-grade student motivation involves two primary approaches: tests and non-tests.

a) Tests: Measuring Learning Outcomes

Tests serve as a standardized tool for measuring students' learning outcomes and assessing the effectiveness of the educational media. They provide quantitative data that can be analyzed statistically to determine the impact of the media on students' English language proficiency.

b) Validity and Effectiveness Testing of Tests

The validity and effectiveness test of the test is used as a tool to measure the competency of student learning outcomes using pretest and posttest

5. Data analysis technique

The combination of descriptive and inferential analysis techniques provides a comprehensive understanding of the data collected during the limited product trial. Descriptive analysis summarizes the characteristics of the data, while inferential analysis allows for drawing conclusions about the population based on the sample data. By employing these techniques, educators can gain valuable insights into the effectiveness of the web-based Wordwall English educational game media in enhancing seventh-grade student motivation and promoting English language learning.

d. Extensive Trial

The limited product trial serves as a crucial initial step in evaluating the web-based Wordwall English educational game media. By conducting a focused trial with a smaller sample, educators can gather valuable feedback and identify potential issues early on. The subsequent large-scale product trial, with its broader and more representative sample, allows for a more comprehensive assessment of the media's generalizability and effectiveness across a wider range of students and learning environments. The combination of these two trials provides a robust approach to evaluating the media and ensuring its suitability for widespread implementation.

e. Data Collection and Analysis Techniques in Student Motivation

Differences

A validated questionnaire was employed as the data collection technique in this study. The questionnaire comprised 13 items developed based on the

research indicators. By completing the questionnaire, respondents were expected to provide accurate data to identify the differences in motivation among students at SMPN 7 Palopo.

SA : Strong Agree

A : Agree

N : Neutral

D : Disagree

SD : Strong Disagree

No .	Statement	Answer				
		1	2	3	4	5
1.	I feel more motivated to learn after using this mobile game.					
2	I enjoy memorizing vocabulary while playing games					
3.	I will maintain and study harder when I get good grades					
4.	Do you feel more confident using new vocabulary in conversations					
5.	I feel more satisfied with my learning results after using this game					
6.	I feel more involved in the learning process because of the variety and creativity in this mobile game					
7.	I feel more conducive learning environment when using this game					
8.	I feel very helped in understanding vocabulary through the mobile game					
9.	I feel more consistent in learning vocabulary after using the mobile game					
10.	The features in this mobile game make me more excited to learn vocabulary					
11.	Playing games can increase my desire to learn.					
12.	I am more interested in following lessons through games.					
13.	Games help me achieve my learning goals					

14.	Through games, I can learn anywhere, not just in the classroom.					
15.	Learning English while playing games is not boring.					

3). Product Testing

The two-stage product development testing process provides a comprehensive evaluation of the web-based Wordwall English educational game media. Expert validation ensures the media's validity and alignment with educational standards, while the limited product trial assesses its effectiveness and gathers feedback from target users. By combining these insights, educators can refine the media and ensure it meets the needs of seventh-grade students to enhance their motivation and promote English language learning.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research and development of English language educational game media based on wordwall to enhance the motivation of Grade VII Junior High School Students has been conducted using the Research and Development (R&D) method. The model used in this research is the ASSURE development model, which consists of 6 stages: Analyze Learner, State Objectives, Select Media or Materials, Utilize Media and Materials, Require Learner Participation, Evaluate and Revise. This research aims to facilitate students and teachers in implementing enjoyable learning. The development of this learning media is packaged in a class that contains materials, videos, assignments, and fun games for students, so it is expected to increase student motivation in the future.

This research was conducted at SMP Negeri 7 Palopo. First, the researcher conducted interviews with the teachers. The researcher conducted a needs analysis on the teachers. The analysis revealed that the teaching materials were inadequate, thus necessitating the development of media to enhance student motivation in English vocabulary learning, students who had difficulty understanding vocabulary due to the monotonous learning process, so there was a need for learning media that could attract students' attention in learning by maximizing the use of technology.

Based on the problems at the school and the needs required in grade VII to increase student motivation, the researcher compiled a draft product for the

development of a web-based English educational game using wordwall to enhance student motivation. After the product draft was completed, the researcher then conducted guidance with the supervisor regarding the product that had been made. After making revisions from the supervisor, the researcher then conducted an expert validation test on the material, media, and learning design. After making revisions based on the expert validation of the material, media, and learning design, the product was then tested on students.

1. Preliminary Study Results on the Development of Wordwall-Based English Educational Games to Enhance Motivation of Seventh Graders.

Based on the preliminary study results, it can be concluded that schools are in dire need of media that can support the learning process, especially in grade VII. Interviews with grade VII teachers revealed that teachers face difficulties in delivering teaching materials. This is due to the monotonous nature of classroom teaching, which relies solely on textbooks and lecture methods. Additionally, assignments are also based solely on textbooks, leading to some students becoming distracted, unfocused during teacher explanations, and even bored. Based on observations conducted before the intervention, it was determined that the main problem in English language learning is the lack of student motivation to participate in learning process. As teachers only explain the material without using any supporting media that could make students more enthusiastic and motivated during the learning process.

2. Initial Product Draft Development

The development of English language educational game media based on Wordwall to increase the motivation of seventh-grade students uses the Research and Development (R&D) method by Borg and Gall which has been modified by Mawardi and combined with the ASSURE development model. The following are the steps of the ASSURE model:

1) Analyze Learner Characteristic

The first step in the ASSURE development model is to analyze the characteristics of the learners. This step is used to support the initial data in the preliminary study. The data objects required to analyze students' characteristics involve conducting a needs analysis and assessing students' initial ability to comprehend the material in chapter 3, "Home Sweet Home". Both the needs analysis and the questionnaire on students' initial abilities will be used as a preliminary reference in the subsequent research and development of the Wordwall web-based educational game media.

The data were obtained from the researcher's Needs Analysis instrument through the question: 'What changes need to be made in the learning process to anticipate learning difficulties?' Their responses, based on percentages, were as follows: 80% suggested changes to the material and additional learning aids, 15% indicated a need for adjustments in teaching activities and teacher responses during classroom management, and 5% pointed to the need for changes in the patterns of interaction with the teacher during lessons. Additionally, 90% reported difficulty in recalling previously learned vocabulary. When given a choice, 80% preferred educational games as their favored method for enhancing their English vocabulary.

Based on the results of the analysis instrument, it was shown that 70% responded that the learning atmosphere that had occurred so far was boring, 10% responded that the learning atmosphere that had occurred was tense and 100% wanting a pleasant learning condition makes it easy to increase learning motivation.

The Needs Analysis instrument in this study revealed the following problems faced by the students: insufficient learning materials and other supporting tools, difficulty in recalling previously learned vocabulary, and a mismatch between the activities they enjoy and those provided by the teacher.

2) States Objectives

The formulation of learning objectives is derived from the analysis of the learning objectives sequence and the indicators of achievement of learning objectives in the teacher's book chapter 3 "home sweet home" units 1, 2, & 3 in accordance with the Merdeka Curriculum. The following are the formulated learning objectives to achieve the desired goals:

No	learning achievements	Learning Objectives
	At the end of Phase D, students are expected to be able to use spoken, written and visual texts in English to interact and communicate in more diverse contexts and in formal and informal situations, various types of texts such as narratives, descriptions,	Unit 1: describe rooms in a house and things in the rooms
		1. Describe rooms in a house. 2. Describe things in the rooms
		Unit 2: Talk about what people do and use to clean up a house

<p>procedures, special texts (short messages, advertisements) and original texts are the main references in learning English in this phase. In this book, the texts that are focused on are descriptive texts, procedures and short messages. Apart from that, students are encouraged to use English to discuss and express desires/feelings. Students are also able to better understand written text and inference skills emerge when understanding implied information. They are able to create structured written and visual texts in English with a more diverse vocabulary by understanding the purpose and audience in their creation.</p>	<p>1. Talking about what people do and use to clean up a house.</p> <p>2. Describe household activities</p> <p>3. Describe things to use to clean up</p> <p>4. Use simple present tense to describe things</p>
	<p>Unit 3: Give instructions on how to do something.</p>
	<p>1. Giving instructions how to do something.</p> <p>2. Describe cleaning up activities</p>

By playing the Wordwall game, students are able to:

- a. Describe rooms in a house and things in the rooms.
- b. Talk about what people do and use to clean up a house
- c. Give instructions on how to do something.

3) Select Methods, Media and Materials

The third stage is choosing the method, media, and teaching materials. The selection of methods, media, and teaching materials to support the development of media used for the learning process in grade VII:

a. Select Methods

The method that will be used in this research is using assignment methods, games, questions and answers.

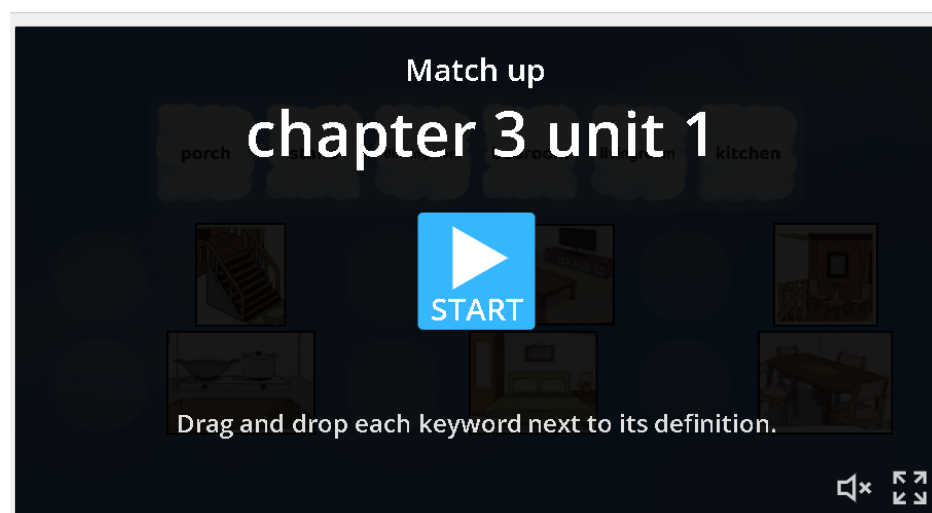
b. Select Media

In this learning activity, educational game media based on Wordwall will be utilized to enhance the learning outcomes of seventh-grade students. The implementation of this media will involve the utilization of WhatsApp groups and the Wordwall website. Students will be assigned tasks via the WhatsApp group, including a Wordwall link to access and engage in the educational games.

c. Produce teaching materials

In this study, the development of an English educational game media based on the web Wordwall was conducted to increase the motivation of seventh-grade students. The following are the media that were produced:


Game Wordwall student worksheets 1










Maze chase

chapter 3 unit 1




complete the sentences according to the picture

Switch template

-  Maze chase
-  Quiz
-  Gameshow quiz
-  Open the box
-  Spin the wheel
- [Show all](#)






chapter 3 unit 1
Share

0:13



the book is ... the table

Switch template

-  Maze chase
-  Quiz
-  Gameshow quiz
-  Open the box
-  Spin the wheel
- [Show all](#)

chapter 3 unit 1
Share

1:23

GO!



the stove is ... the kitchen

Switch template

-  Maze chase
-  Quiz
-  Gameshow quiz
-  Open the box
-  Spin the wheel
- [Show all](#)

chapter 3 unit 1
Share


jwall Create better lessons quicker

Community My Activities My Results [Create Activity](#) [nu](#)

2:04 2... ♥♥♥ ✓ 2

above in under

behind beside in front of

 the cat is ... sofa

chapter 3 unit 1 [Share](#)

Switch template

- ☒ Maze chase
- ☐ Quiz
- ☐ Gameshow quiz
- ☐ Open the box
- ☐ Spin the wheel
- [Show all](#)

Activate Windows
Go to Settings to activate W

1:02 GO! ♥♥♥ ✓ 2

beside in

under behind

 the old radio is the television

chapter 3 unit 1 [Share](#)

Switch template

- ☒ Maze chase
- ☐ Quiz
- ☐ Gameshow quiz
- ☐ Open the box
- ☐ Spin the wheel
- [Show all](#)

Activate Windows
Go to Settings to activate W

under behind

beside in

 the lamp is ... dining table

chapter 3 unit 1 [Share](#)

Switch template

- ☒ Maze chase
- ☐ Quiz
- ☐ Gameshow quiz
- ☐ Open the box
- ☐ Spin the wheel
- [Show all](#)

[Edit Content](#) [Print](#) [25 Embed](#) [More](#)

Wordwall Create better lessons quicker

Community My Activities My Results Create Activity

2:01

under in infront of

beside the table is ... the sofa behind above

chapter 3 unit 1

Share

Switch template

- Maze chase
- Quiz
- Gameshow quiz
- Open the box
- Spin the wheel
- Show all

Activate Windows
Go to Settings to activate

Game Wordwall student worksheets 2

Anagram

chapter 3 unit 2

START

arrange the latter into a word

chapter 3 unit 2

Share

Switch template

- Anagram
- Speaking cards
- Wordsearch
- Show all

Activate Windows
Go to Settings to activate

0:06

✓ 0

l e c n a

chapter 3 unit 2

1 of 7

Share

Switch template

- Anagram
- Speaking cards
- Wordsearch
- Show all

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☰ ◀ 2 of 7 ▶ 🔊 🖥️

chapter 3 unit 2 [Share](#)

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- Speaking cards
- Wordsearch
- Show all

Activate Windows

0:46 ✓ 0

w e p s e

☰ ◀ 3 of 7 ▶ 🔊 🖥️

chapter 3 unit 2 [Share](#)

Switch template

- Anagram
- Speaking cards
- Wordsearch
- Show all

Activate Windows

1:07 ✓ 0

t s d u e t h

t i f e r u r n u

☰ ◀ 4 of 7 ▶ 🔊 🖥️

chapter 3 unit 2 [Share](#)

Switch template

- Anagram
- Speaking cards
- Wordsearch
- Show all

Activate Windows

2:01

h s a w

5 of 7

chapter 3 unit 2

Share

Switch template

- Anagram
- Speaking cards
- Wordsearch
- Show all

Game Wordwall student worksheets 3

rdwall Create better lessons quicker

Community My Activities My Results Create Activity n nuri

Crossword

chapter 3 let's clean up

START

Use the clues to solve the crossword.
Tap on a word and type in the answer.

chapter 3 let's clean up

Share

Switch template

- Crossword
- Match up
- Find the match
- Quiz
- Gameshow quiz
- Show all

Activate Windows
Go to Settings to activate Windows

rdwall Create better lessons quicker

Community My Activities My Results Create Activity n nuri

0:10

Type the letters

1

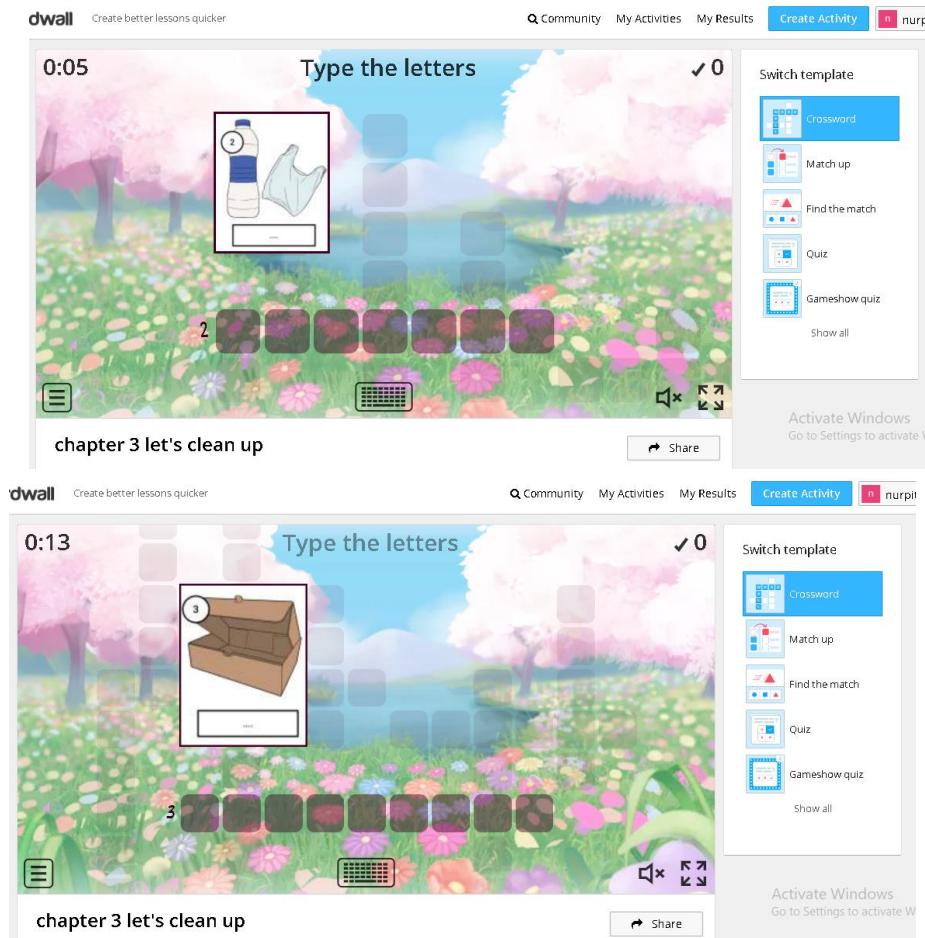
chapter 3 let's clean up

Share

Switch template

- Crossword
- Match up
- Find the match
- Quiz
- Gameshow quiz
- Show all

Activate Windows
Go to Settings to activate Windows



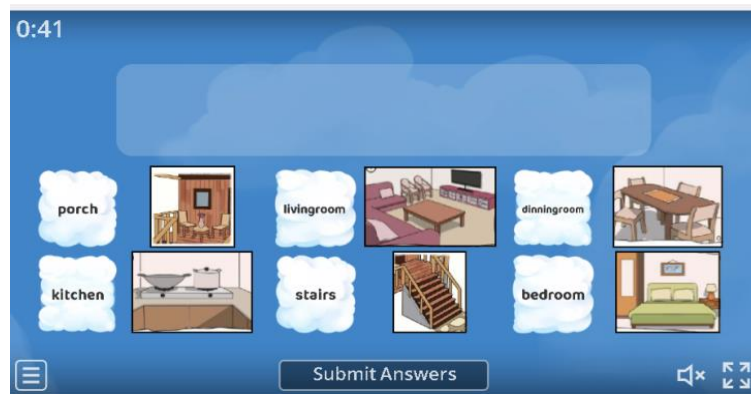
4) Utilize Media and Materials

The fourth step is the use of media and teaching materials. Here are the guidelines and rules for developing English educational game media:

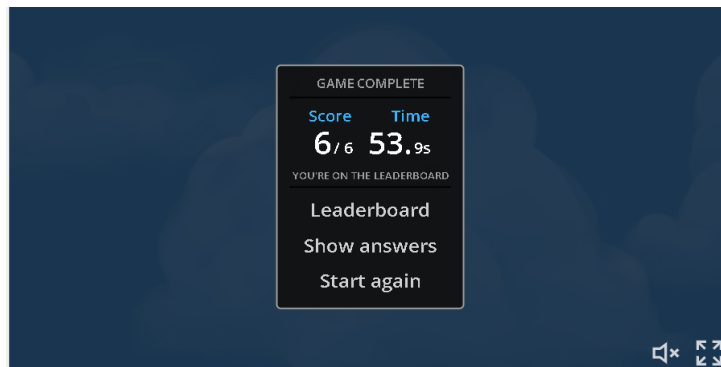
- How to play the game, click the game link on WhatsApp
- After entering the game, click the 'Start' button to begin playing



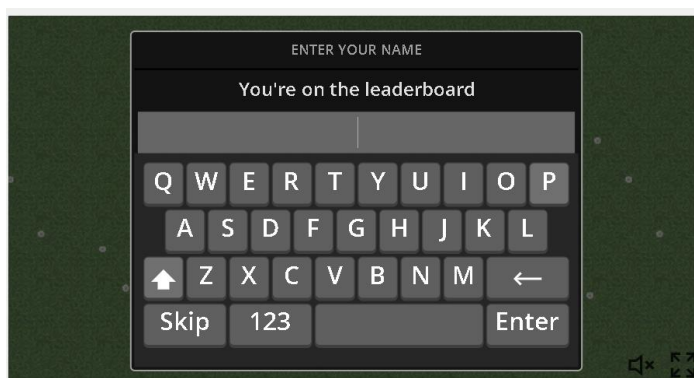
- Click submit answer



- d. To check your progress, complete the quiz. Once you have finished answering the questions, your score will be displayed as shown in the image below:



- e. Click the leaderboard to enter your nama and to see who is the fastest to finish the quiz/test





f. Click 'Show Answers' to check out the questions and answers you've done

g. Click start again to repeat the game

5) Require Learner Participation

Step 5: Student participation using Grade VII students. Student involvement in this research is very important to determine the success of developing a web-based wordwall English educational game media to increase the motivation of Grade VII students.

6) Evaluate and Revise

This step is conducted to evaluate and revise the development of the web-based wordwall English educational game media to increase the motivation of Grade VII students. The goal is to ensure that the media is valid and effective for use in the learning process.

3. Expert validation test

The initial draft of the product, once completed, will be consulted with the academic advisor and then tested by experts to assess its feasibility. The researcher used two expert validations with lecturers from IAIN Palopo: Mrs. Dewi Purwana for material expertise and Mr. Sukirman for media and design

expertise in the development of a web-based mobile game to enhance student motivation.

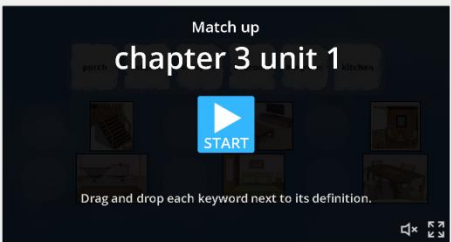
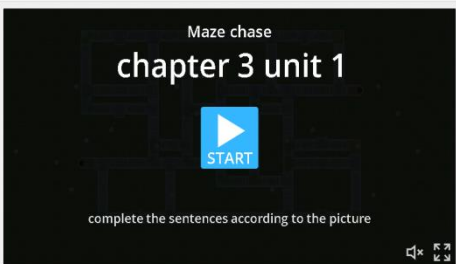


- a. Results of the material validation analysis on the development of a web-based mobile game to enhance the motivation of seventh-grade junior high school students.

Aspect	Indicator	Score	
Relevance	Alignment of teaching materials with the school curriculum	$P = \frac{5}{5} \times 100 \%$	Higly Valid
	Relevance of teaching materials to the competencies students must acquire	$P = \frac{5}{5} \times 100 \%$	Higly Valid
	Relevance of questions/quizzes to the competencies students must acquire	$P = \frac{5}{5} \times 100 \%$	Higly Valid
	Comprehensiveness of teaching materials, aligned with students' developmental levels	$P = \frac{5}{5} \times 100 \%$	Higly Valid
Accuracy	Alignment of teaching materials with scientific accuracy	$P = \frac{4}{5} \times 100 \%$	Valid
	Depth of content explanation, appropriate for students' developmental levels	$P = \frac{5}{5} \times 100 \%$	Higly Valid
	Relevance of teaching materials to everyday life	$P = \frac{5}{5} \times 100 \%$	Higly Valid
	Suitability of images, photos, and videos in clarifying the material	$P = \frac{5}{5} \times 100 \%$	Higly Valid
presentation format	Explanation of the material in aligns with English language learning rinciples	$P = \frac{5}{5} \times 100 \%$	Higly Valid
	Material follows a logical progression from simple to complex concepts	$P = \frac{4}{5} \times 100 \%$	Valid
	Presentation of material in media	P	Higly Valid

	uses clear and concise language	$= \frac{5}{5} \times 100 \%$	
	Logical sequence of the presented material	$P = \frac{4}{5} \times 100 \%$	Valid
Total		$P = \frac{57}{60} \times 100 \%$ $= 95 \%$	

Based on the results of the calculations in the table above, of the 12 Indicators, there are 9 indicators that have a very valid value with a percentage of 100%, there are 3 indicators that have valid value with a percentage of 80%. The total of all indicators with a valid value is 95 %.

Revision of Material Expert Validation Test

No.	Improvement suggestions	Improvement
	<p>The title of the game in unit 1 is the same. it is better to differentiate it</p>  	 

- b. Results of the design validation analysis on the development of a web-based mobile game to enhance the motivation of seventh-grade junior high school students.

Aspect	Indicator	Score	
Component	Suitability of materials, learning objective sequence, and the indicators of learning objective achievement	$P = \frac{5}{5} \times 100 \%$	Higly Valid
	Appropriateness of time allocation and learning steps	$P = \frac{4}{5} \times 100 \%$	Valid
	Appropriateness of learning methods/models for student characteristics	$P = \frac{5}{5} \times 100 \%$	Higly Valid
	Ease of access to learning media	$P = \frac{5}{5} \times 100 \%$	Higly Valid
	Clarity of assessment of learning outcomes.	$P = \frac{5}{5} \times 100 \%$	Higly Valid
Principle	Level of student activity in learning	$P = \frac{5}{5} \times 100 \%$	Higly Valid
	Level of student involvement in learning	$P = \frac{5}{5} \times 100 \%$	Higly Valid
	Clarity of feedback and follow-up procedures	$P = \frac{5}{5} \times 100 \%$	Higly Valid
	Integration with other subject (if applicable)	$P = \frac{4}{5} \times 100 \%$	Valid
	Effective use of technology	$P = \frac{5}{5} \times 100 \%$	Higly Valid
Total		$P = \frac{48}{50} \times 100 \%$ $= 96 \%$	

Based on the results of the calculations in the table above, of the 10 Indicators, there are 8 indicators that have a very valid value with a percentage of 100%, there are 2 indicators that have valid value with a percentage of 80%. The total of all indicators with a valid value is 96 %.

- c. Results of the media validation analysis on the development of a web-based mobile game to enhance the motivation of seventh-grade junior high school students.

Aspect	Indicator	Score	
Appearance	Suitability of media background selection	$P = \frac{4}{5} \times 100\%$	Valid
	Suitability of font type and size	$P = \frac{4}{5} \times 100\%$	Valid
	Suitability of color selection within the media	$P = \frac{5}{5} \times 100\%$	Higly Valid
	Suitability of images, photos, audio, and video usege	$P = \frac{5}{5} \times 100\%$	Higly Valid
	Overall quality of instructional media display	$P = \frac{5}{5} \times 100\%$	Higly Valid
Media content	Alignment of the game's content with the learning material	$P = \frac{4}{5} \times 100\%$	Valid
	Suitability of the game for the intended learning model	$P = \frac{4}{5} \times 100\%$	Valid
	Effectiveness of the game in facilitating and enhancing learning	$P = \frac{5}{5} \times 100\%$	Higly Valid
	Utilization of the game's features to increase student motivation	$P = \frac{5}{5} \times 100\%$	Higly Valid
Language	Clarity of language used in instructions and feedback	$P = \frac{5}{5} \times 100\%$	Higly Valid
	Effectiveness of sentences used within the game	$P = \frac{5}{5} \times 100\%$	Higly Valid
	Standard usage of English terms and vocabulary	$P = \frac{4}{5} \times 100\%$	Valid
Practicality in use	Ease of use and navigation within the game	$P = \frac{5}{5} \times 100\%$	Higly Valid
	Availability of necessary facilities or resources for using the game (e.g., internet access)	$P = \frac{5}{5} \times 100\%$	Higly Valid
	Ease of access to buttons and interactive elements	$P = \frac{5}{5} \times 100\%$	Higly Valid

Total	$P = \frac{70}{75} \times 100 \%$ $= 93,33 \%$
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Based on the results of the calculations in the table above, of the 15 indicators, there are 10 that have a very valid value with a percentage of 57%, there are 5 indicators that have valid value with percentage 31%, and need to repair to be perfect 100%. The total of all indicators with a valid value is 93,33 %.

4. Product Trial Test

A product trial was conducted with 20 seventh-grade students to determine the effectiveness of developing a game-based media using Wordwall. The effectiveness of learning outcomes was measured through pre-test and post-test results. The pre-test was administered before students learned using the game-based educational media, and the post-test was given after students learned using the media developed by the researcher.

- a. The results of the analysis of students' ability in developing wordwall-based games to increase motivation in vocabulary learning

No.	Name	Pre-Test	Post- test
1.	AZZ	60	90
2.	SRA	60	100
3.	YHS	53	95
4.	NHIYH	57	100
5.	NRA	53	96
6.	JSLIN	55	96

7.	GRA	53	87
8.	AND	53	90
9.	DWI	60	96
10.	ALIF	87	100
11.	HRU	53	90
12.	ODL	53	95
13.	MTI	57	90
14.	GNM	53	97
15.	AMR	73	90
16.	IBN	53	92
17.	SHR	53	97
18.	RTU	60	94
19.	KNA	60	90
20.	VANS	53	95
Average		57,95	94

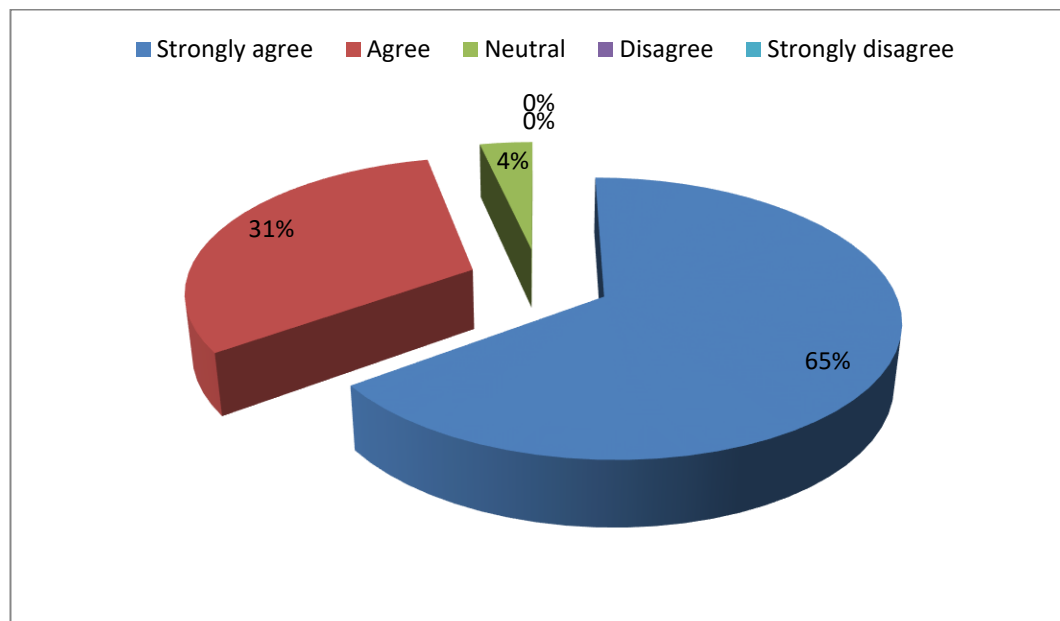
Based on the table above, it can be concluded that students' ability to comprehend Chapter 3, Units 1, 2, and 3 was very low, at only 57.95. The average score indicated that only 2 students could understand the material, while the remaining 18 students were still categorized as not understanding Chapter 3, Units 1, 2, and 3. After conducting research using the Worldwall game method, there was a very significant improvement in students' ability to understand Chapter 3, Units 1, 2, and 3, with a 94 increase in comprehension.

b. Results of the product trial questionnaire

After conducting a limited trial, students were asked to fill out a questionnaire to determine the effectiveness of the media in increasing students' motivation to learn vocabulary.

Product trial questionnaire

No.	Statement	Score				
		1	2	3	4	5
1.	I can use wordwall-based game media easily			1	9	10
2	Using wordwall-based educational game media is a new experience				6	14
3.	The use of wordwall-based educational game media is very interesting and fun			1	14	5
4.	Through the use of wordwall-based educational game media, it becomes easier for me to understand learning			1	8	11
5.	Through the use of wordwall-based educational game media, I understand the material presented in the lesson easily			2	8	10
6.	I can understand the writing and commands in wordwall-based educational game media			2	10	8
7.	Through this game my vocabulary increases			0	2	18
8.	Using wordwall-based educational game media can increase my motivation in learning				1	19
9.	Game media is useful and interesting for learning English				2	18
10.	Wordwall-based educational game media helps me memorize English vocabulary				3	17



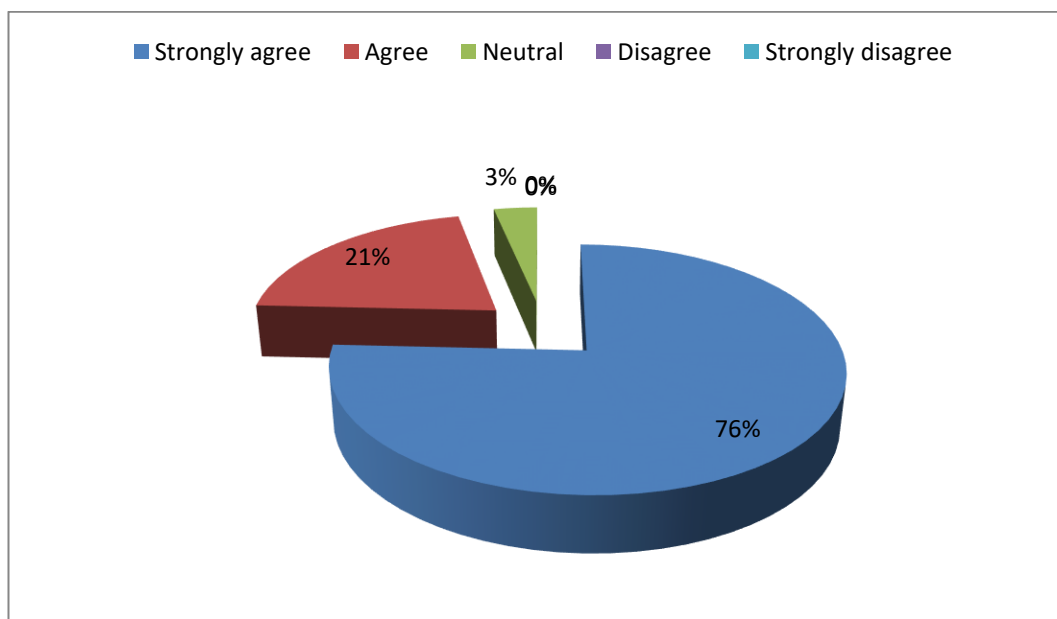
The table above shows that, out of the 10 questionnaires distributed to 20 student respondents, 65% strongly agreed that they were able to understand and comprehend the learning material when using the Worldwall game method. They also responded that this method had a significant positive impact on their motivation to learn. Additionally, 31% of respondents agreed that they were able to understand the learning material using the Worldwall game method, while the remaining 4% were uncertain about the effectiveness of Worldwall in the learning process.

5. Finding of Students' Motivation in Learning

Student study motivation scale

No .	Statement	Answer				
		1	2	3	4	5
1.	I feel more motivated to learn after using this mobile game.			1	9	10
2	I enjoy memorizing vocabulary while playing games				9	11
3.	I will maintain and study harder when I get good grades			2	7	11

4.	Do you feel more confident using new vocabulary in conversations			4	8	9
5.	I feel more satisfied with my learning results after using this game			1	11	8
6.	I feel more involved in the learning process because of the variety and creativity in this mobile game				9	11
7.	I feel more conducive learning environment when using this game				2	18
8.	I feel very helped in understanding vocabulary through the mobile game				1	19
9.	I feel more consistent in learning vocabulary after using the mobile game					20
10.	The features in this mobile game make me more excited to learn vocabulary				2	18
11.	Playing games can increase my desire to learn.			2	3	15
12.	I am more interested in following lessons through games.					20
13.	Games help me achieve my learning goals				2	18
14.	Through games, I can learn anywhere, not just in the classroom.					20
15.	Learning English while playing games is not boring.					20



Based on the table above, it can be inferred that the use of the Worldwall game significantly increased students' motivation to learn Chapter 3, Units 1, 2, and 3. A substantial 76% of respondents strongly agreed that the game was engaging and motivating. Additionally, 21% agreed, while only 3% were uncertain about its effectiveness in enhancing their learning motivation. These findings strongly suggest that students were highly interested in learning Chapter 3, Units 1, 2, and 3 through the Worldwall game method, as evidenced by the majority of positive responses.

D. Discussion

Research conducted by researchers to improve the learning motivation of seventh-grade students at SMP 7 through educational game-based learning media.

1. Student needs analysis for the development of a web-based mobile game at SMPN 7 Palopo.

There are several responses that also support the findings raised by Deraksan et al. regarding Students were primarily bored due to teachers' lengthy, repetitive lectures, limited opportunities for student involvement, logistical issues, and uninspired, recurring assignments.⁵⁹ Learning motivation is influenced by various factors, including teachers, teaching materials, learning environment, and student characteristics.⁶⁰ This resulted in difficulties in vocabulary acquisition and a lack of engagement in the learning process.

⁵⁹Ali Derakhshan et al., "Boredom in Online Classes in the Iranian EFL Context: Sources and Solutions," *System* 101 (October 2021): 102556, <https://doi.org/10.1016/j.system.2021.102556>.

⁶⁰Yanzhi Meng, "English Learning Demotivating Factors Among Non-English Majors in Medical University," *Theory and Practice in Language Studies* 12, no. 5 (May 4, 2022): 931–36, <https://doi.org/10.17507/tpls.1205.13>.

Vocabulary acquisition is essential for English language proficiency.⁶¹The more vocabulary we know, the better we can understand reading texts, listen to conversations, and speak and write in English.⁶²Vocabulary serves as the fundamental building blocks for constructing sentences and communicating ideas effectively.⁶³A lack of adequate vocabulary hinders our ability to express our thoughts and emotions clearly.⁶⁴ As this research suggests, a shift towards more engaging and interactive approaches is essential to ensure successful vocabulary development in English language learning.

2. Design developments web-based mobile game for students in SMPN 7 Palopo

A highly effective method to enhance motivation in vocabulary acquisition is through the implementation of gaming technology. English language learning games are specifically designed to enhance the learning experience through fun and interactive activities.⁶⁵Through gameplay, learners can subliminally acquire

⁶¹ShalehaIsnaini and DyahAminatun, "Do You Like Listening to Music?: Students' Thought on Their Vocabulary Mastery Using English Songs," *Journal of English Language Teaching and Learning* 2, no. 2 (December 31, 2021): 62–67, <https://doi.org/10.33365/jeltl.v2i2.901>.

⁶²Marta Widiawitasari Br Simamora and LuludOktaviani, "What Is Your Favorite Movie?: A Strategy of English Education Students to Improve English Vocabulary," *Journal of English Language Teaching and Learning* 1, no. 2 (December 30, 2020): 44–49, <https://doi.org/10.33365/jeltl.v1i2.604>.

⁶³Susan B. Neuman and Tanya Kaefer, "Developing Low-Income Children's Vocabulary and Content Knowledge through a Shared Book Reading Program," *Contemporary Educational Psychology* 52 (January 2018): 15–24, <https://doi.org/10.1016/j.cedpsych.2017.12.001>.

⁶⁴Raja Muhammad Ishtiaq Khan et al., "The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners," March 29, 2018, <https://doi.org/10.31235/osf.io/68gwj>.

⁶⁵SaovapaWichadee, "Enhancement of Performance and Motivation Through Application of Digital Games in an English Language Class," 2018.

new vocabulary while enjoying themselves.⁶⁶ Furthermore, games can enhance learners' confidence in their English language abilities.

The research conducted at SMPN 7 Palopo revealed that the implementation of mobile-based educational games in teaching the "Home Sweet Home" material was highly effective. There was a significant increase in students' average scores, from 57.6% on the pretest to 94% on the post-test, indicating a 36% improvement. These findings suggest that engaging and interactive learning methods such as games can enhance students' motivation to learn and their comprehension of the subject matter. The use of the web-based digital game Wordwall has been shown to significantly enhance students' learning motivation.⁶⁷ Using Wordwall as a web-based mobile learning medium is an interesting choice.⁶⁸ The 'Wordwall' learning design has great potential to improve student learning outcomes. With the right technology and careful planning, Wordwall can be an effective tool for creating enjoyable and meaningful learning experiences.

3. Developing a Web-Based Mobile Game to Enhance Vocabulary Learning Enthusiasm

In this study, the researchers utilized various games available on the Wordwall application. The researchers opted for a variety of games that combined

⁶⁶Sovan Sulaiman, Kochar A. Sadq, and Murad S. Othman, "Effects of an Online Adventure Game on Vocabulary Acquisition," *Polytechnic Journal of Humanities and Social Sciences* 3, no. 2 (September 9, 2022): 93–99, <https://doi.org/10.25156/ptjhss.v3n2y2022.pp93-98>.

⁶⁷Safitri et al., "Improvement of Student Learning Motivation through Word-Wall-Based Digital Game Media."

⁶⁸ Miftahul Jannah and Syafryadin Syafryadin, "EFL Students' Perspectives on the Use of Wordwall.Net as Vocabulary Learning Media," *ELT Forum: Journal of English Language Teaching* 11, no. 2 (July 31, 2022): 115–24, <https://doi.org/10.15294/elt.v11i2.57120>.

education with entertainment. Traditional puzzles like match-up, word search, and crossword provided a fun and familiar way to learn new vocabulary.⁶⁹ The fun maze chase game, where you have to find words hidden in a maze, is a great way for students to improve their spatial reasoning and problem-solving skills.⁷⁰ Games like maze chase and anagrams present more complex challenges, stimulating students' critical and creative thinking. The combination of fun and challenge is expected to make the vocabulary learning process more engaging and meaningful for students.

With this variety, it is expected that students can find games that best suit their interests and learning styles, thus increasing their motivation and the effectiveness of vocabulary learning.

4. Student Motivation Before and After Web-Based Mobile Game Implementation

The findings of this study demonstrate that the Wordwall game has a substantial impact on enhancing students' language proficiency, with a particular focus on vocabulary acquisition.⁷¹ Students who regularly engaged with the game exhibited significant improvements in their ability to recall, understand, and use new vocabulary words effectively in various contexts. The interactive nature of Wordwall, combined with its gamified elements, created a highly motivating and engaging learning environment that fostered active participation and long-term

⁶⁹ Ian Bogost, Simon Ferrari, and Bobby Schweizer, *Newsgames: Journalism at Play* (Cambridge, Mass: MIT Press, 2010).

⁷⁰ Gary R Mar, *Thinking Matters: Critical Thinking as Creative Problem Solving* (World Scientific, 2021), <https://doi.org/10.1142/11712>.

⁷¹ Syafiqah 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 (September 1, 2021): 1059–66, <https://doi.org/10.17507/tpls.1109.11>.

retention of vocabulary knowledge. These positive results highlight the potential for technology to revolutionize language education.

The survey data showed a substantial increase in students' motivation to learn English after engaging with the Wordwall game. A remarkable 97% of students reported finding the game both engaging and motivating, as indicated by the student motivation survey. These quantitative results reinforce the qualitative findings, which suggest a direct correlation between using Wordwall and increased student motivation

The research findings demonstrate that utilizing the Wordwall digital game platform effectively enhances English vocabulary skills among Grade 7 students at SMPN 7 Palopo.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. CONCLUSIONS

Based on the research findings and discussions presented in the preceding chapters, the researcher can conclude that the thesis titled "Developing a Web Mobile Game to Enhance Students' Motivation in Learning English Vocabulary" at SMPN 7 Palopo has yielded the following results:

1. The analysis of student needs, based on the survey results, revealed that 80% of students suggested changes to the learning materials and the addition of learning aids. Furthermore, 15% indicated a need for adjustments in teaching methods and teacher responsiveness, while 5% suggested changes in the teacher-student interaction patterns during the learning process. When given a choice, 80% of students preferred educational games as their favorite method for improving their English vocabulary.
2. The instructional design proposed by the researcher is a web-based mobile game, namely Wordwall. Wordwall is an online learning platform that can be utilized to enhance the learning outcomes of seventh-grade students. The implementation of this media will involve the use of WhatsApp groups and the Wordwall website. Students will receive assignments through WhatsApp groups, including links to educational games on Wordwall.

3. The researcher developed various games on the Wordwall platform, including match up, wordsearch, maze chase, anagram, and crossword, to enhance students' motivation in learning English vocabulary. These engaging games provided challenges that motivated students to achieve their learning goals. As a result, students successfully acquired new vocabulary without realizing it, as they were having so much fun playing the games. This increased motivation and interest made English vocabulary learning more enjoyable for the students.
4. Based on the data analysis, the use of the Wordwall mobile game has proven to be effective in improving students' vocabulary mastery. This is evidenced by a significant improvement in post-test scores compared to pre-test scores. The interactive learning environment on Wordwall allows students to easily absorb information, while the motivation to achieve goals encourages them to continue learning. Survey results also support these findings, with the majority of students stating that the Wordwall game is effective in learning and increases motivation to learn. Therefore, this research has proven that the development of a web-based mobile game to enhance students' motivation in learning English vocabulary at SMPN 7 Palopo was successful.

B. SUGGESTION

Based on the result of the data analysis and conclusion, the researcher purposes some suggestion as follows:

1. In order to enhance students' English vocabulary, English teachers should implement learning media that can pique students' interest in improving their English vocabulary. One suitable medium to use is the web-based mobile game Wordwall.
2. English teachers should have a good way or method of teaching vocabulary. They also have to be more creative in providing vocabulary material. For example, by using digital games to improve students' English vocabulary through web-based mobile game Wordwall.
3. To achieve teaching goals, English teachers should adapt the materials and strategies they apply in the classroom

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BIOGRAPHY



Nurpita, Born on Desember 25, 1982, in Palopo, She is youngest of 8 children of Takko Pongsibanna and Muawiyah. She lives in Palpo city, South Sulawesi, Indonesia. She began elementary school at SD Negeri 88 Salame in 1987 and graduated in 1993. She continued his studies at SMP Negeri 2 Palopo, graduating in 1996, and then attended MAN Palopo, graduating in 1999. In 1999, she enrolled at STAIN Palopo in the Faculty of Tadris Bahasa Inggris, majoring in English and graduated DIPLOMA III in 2002. In 2003, she started teaching at SMA Walenrang and was appointed as Guru Bantu at SMP Neg. 7 Palopo. She continued her study at STAIN Palopo in the faculty of Tadris Bahasa Inggris and graduated 2005. By 2006, she was appointed as a civil servant at the school, which was renamed SMP Neg. 7 Palopo. In 2013, she served as the treasurer of the BOS at SMP Neg. 7 Palopo. In 2014, she married Jamal, S.AN.MM. and they have two children. In 2015, she participated in professional teacher education at Makassar State University. In 2022, she registered as a postgraduate student at IAIN Palopo, majoring in English education, and continues in this program. Since 2024, she has been the head of the school health unit of SMP Neg. 7 Palopo.

ANGKET GURU
ANALISIS KEBUTUHAN PENGEMBANGAN MOBILE GAME BERBASIS
WEB UNTUK MENINGKATKAN MOTIVASI SISWA DALAM BELAJAR
KOSAKATA BAHASA INGGRIS
PADA SMP NEGERI 7 PALOPO KELAS VII

Pengantar:

Bapak/Ibu yang saya hormati, izinkan saya mengganggu sebentar kegiatan Bapak/Ibu untuk mengisi kuesioner berikut. Jawaban yang Bapak/Ibu berikan sama sekali tidak ada kaitannya dengan penilaian terhadap Bapak dalam melaksanakan tugas. Untuk itu, saya mohon kerjasama Bapak/Ibu untuk menjawab pertanyaan dan pernyataan di bawah ini yang nanti saya jadikan acuan mengembangkan model pembelajaran menulis kreatif untuk kepentingan penelitian. Atas bantuan dan kerjasamanya saya sampaikan banyak terima kasih.

Petunjuk:

1. Berikanlah jawaban yang sesuai dengan kenyataan dengan cara menuliskannya pada ruang kosong di bawah pertanyaan?
2. Catatlah saran dan komentar Bapak, jika menurut Bapak terdapat permasalahan lain terkait dengan pelaksanaan pembelajaran menulis cerpen yang terjadi!

A. Pertanyaan umum

1. Apakah pemberian pembelajaran selama ini dilakukan dapat memecahkan masalah rendahnya motivasi siswa dalam menguasai kosakata?
☐ ya ☐ tidak
Jika anda menjawab ya, apa kebutuhan yang dihadapi?
2. Berdasarkan soal no 1, menurut Anda apakah pemberian pelajaran merupakan cara yang tepat untuk memecahkan masalah?
☐ ya ☐ tidak
Apa alasannya? _____
3. Menurut pengamatan Bapak/Ibu, apakah perlu adanya pengembangan model pembelajaran untuk meningkatkan motivasi siswa kelas 7 dalam menguasai kosakata
☐ ya ☐ tidak
4. Jika anda menjawab ya pada no 4, modifikasi apa yg perlu dilakukan?
5. Apakah bahan ajar yang bapak/ibu gunakan sudah memadai untuk mendukung proses pembelajaran vocabulary

B. Komponene Fokus

1. Orientasi utama pembelajaran kosakata bahasa inggris yang perlu dan dapat dilakukan terhadap siswa anda?

Indikator	low	Moderat	high
a. Memotivasi			
b. Menyebut nama benda yang dihadapi			
c. Potensi memori			
d. Latihan terbimbing			
e. Lain-lain (Tuliskan) -----			

2. Apakah dalam pembelajaran bahasa Inggris yang anda lakukan selama ini, memperhitungkan hal dibawah ini?
(silahkan memberi tandda berdasarkan keterlksanaannya):

Indikator	Ya	Tidak	Catatan
a. Suasana tidak tegang (absence of threat).			

b. Materi pembelajaran yang penuh makna (meaningful content).			
c. Lingkungan belajar yang diperkaya (enriched environment).			
d. Terdapat pilihan belajar berdasarkan minat siswa (choices)			
e. Adanya kerjasama antar siswa (collaboration)			
f. Adanya umpan balik (immediate feedback)			
g. Siswa terlibat aktif dalam pembelajarannya (active involvement in the learning)			

C. Komponen Sintaks

1. Apakah pengkondisian siswa perlu dilakukan sebelum memasuki materi pembelajaran?
☐ ya ☐ tidak
 Jika anda menjawab ya, bagaimana cara yang tepat
☐ Lingkungan belajar yang menyenangkan seperti bermain game
☐ Sugesti Bahasa yang positif
 Lain-Lain (Tuliskan):
2. Apakah perlu menumbuhkan emosi positif siswa dalam pelajaran bahasa Inggris khususnya Vocabulary
 Jika Anda menjawab ya, centang cara pengembangan emosi positif pada diri siswa yang cocok:
☐ menanamkan minat ☐ menumbuhkan rasa percaya diri
☐ menumbuhkan motivasi
 Lain-lain (tuliskan)

D. Prinsip reaksi

1. Adakah Kendala atau Kesulitan dalam proses pemaparan materi ajar vocabulary yang bapak/ibu temui, misalnya dari siswa atau dari Bapak/ibu sebagai pendidik?
☐ Ya ☐ Tidak
2. Apakah menurut Bapak/ibu, peserta didik akan tertarik dan antusias jika pengembangan vocabulary di rancang dalam sebuah aplikasi?
☐ Ya ☐ Tidak
3. Apakah bahan ajar yang bapak/ ibu berikan disertai dengan Video atau gambar yang menarik dan bervariasi?
☐ Ya ☐ Tidak
4. Apakah Bapak/ibu pernah membuat dan mengembangkan sendiri bahan ajar untuk mendukung proses pembelajaran vocabulary?
5. Bagaimana respon bapak ibu jika dibuat pengembangan aplikasi game seluler

E. Tambahan Komentar

1. Apakah Bapak/ Ibu memiliki komentar lain yang mungkin dapat membantu dalam memberikan informasi tentang pembelajaran bahasa Inggris untuk meningkatkan kosakata? Silakan menuliskannya disini---

- A. **Kemampuan Antisipasi Kesulitan Belajar**
 Apakah Anda yakin perlu dilakukan perubahan pada pembelajaran untuk mengantisipasi kesulitan belajar siswa seperti Anda?
 Jika Anda menjawab ya, silakan centang modifikasi yang sangat perlu dilakukan:
- ☐ Pola kegiatan serta respons guru dalam pengelolaan pembelajaran
☐ Kejelasan tujuan yang akan dicapai pembelajaran bahasa Inggris
☐ Materi serta alat pendukung lainnya dalam pembelajaran
☐ Pola hubungan interaksi Anda dengan guru saat pembelajaran
 Lain-lain (tuliskan): _____
- B. **Komponen Fokus**
1. Apa tujuan anda belajar bahasa inggris
☐ memenuhi tugas ☐ pengembangan diri
☐ mengetahui
 Menambahkan tujuan lain yang ingin saya tahu: _____
2. Kegiatan apa yang Anda pikirkan dapat meningkatkan kosakata bahasa Inggris Anda?
☐ banyak membaca teks bahasa Inggris ☐ banyak mendengarkan dialog bahasa Inggris
☐ banyak bermain game edukasi
 Menambahkan jawaban lain: _____
3. Apakah Anda merasa susah untuk mengingat kembali kosakata yang sudah pelajari.
☐ ya ☐ tidak

4. Aktivitas kelas yang anda sukai dalam belajar bahasa Inggris untuk meningkatkan kosakata
☐ membaca teks ☐ bermain peran
☐ diskusi
 Menambahkan jawaban lain: _____
5. Apakah Ketersediaan buku perpustakaan membantu anda untuk memahami pelajaran Bahasa Inggris terkait materi yang diajarkan oleh guru
☐ ya ☐ tidak

C. Sistem sosial

1. Berikut pola hubungan atau interaksi dalam kelas yang anda butuhkan untuk meningkatkan motivasi belajar

Indikator	rendah	sedang			tinggi
1. Saling membantu dalam interaksi kelompok					
2. Kondisi pembelajaran yang menyenangkan memudahkan dalam meningkatkan kosakata					
3. Kesempatan yang sama antar siswa dalam kelas					
4. Lain-lain (tuliskan) _____					

2. Bagaimana suasana belajar yang terjadi selama ini?
☐ Menyenangkan ☐ menegangkan
☐ Tenang ☐ santai
☐ membosankan

D. Karakteristik Sasaran

1. Berikut adalah sejumlah pernyataan untuk mengidentifikasi gaya kognitif dalam belajar yang anda miliki. Lingkarilah 4 item yang dirasa paling akurat dalam gambaran diri anda yang:
☐ suka menggambar
☐ ingin memecahkan masalah dan tekateki
☐ suka menari
☐ senang membaca
☐ senang berbicara dengan teman-teman
☐ ingin menyanyi
☐ lebih memilih untuk bekerja pada proyek-proyek sendiri
☐ saya biasa bermain game selama berjam-jam
☐ saya suka bermain olahraga

2. Butir instrument ini untuk mengidentifikasi dominasi kerja otak Anda. Pililah komponen berikut berdasarkan tingkat kecocokannya dengan kepribadian Anda Butir instrument ini untuk mengidentifikasi dominasi kerja

- ☐ serius,hat-hati
- ☐ sederhana
- ☐ hemat – pembuat aturan
- ☐ rapih dan terorganisir
- ☐ hemat
- ☐ humoris

Material Expert Validation Test Instrument

Developing a Web-based Mobile Game to enhance students' motivation in learning English Vocabulary

Validator Name : Dewi Furwana, S.Pd.I., M. Pd.
Nip : 198708312015032006
Job Title : Lecturer
Institution : IAIN Palopo

A. INTRODUCTION

This validation sheet is designed to obtain your assessment of the observation guide instrument for the project "Developing a Web-based Mobile Game to Enhance Students' Motivation in Learning English Vocabulary". We greatly appreciate your willingness to serve a validator and provide your feedback through this validation sheet.

B. INTRUCTION

1. Please carefully review the validation sheet designed for collecting research data,
2. Evaluate each statement on the sheet based on its validity for assessing the research instrument.
3. For each statement, indicate your assessment by ticking (✓) the corresponding number column:

1 = Invalid

2 = Less valid

3 = Moderately valid

4 = Valid

5 = Highly valid

C. EVALUATION

Aspect	indicator	Score				
		1	2	3	4	5
Relevance	Alignment of teaching materials with the school curriculum					
	Relevance of teaching materials to the competencies students must acquire					
	Relevance of questions/quizzes to the competencies students must acquire					
	Comprehensiveness of teaching materials, aligned with students' developmental levels					
Accuracy	Alignment of teaching materials with scientific accuracy					
	Depth of content explanation, appropriate for students' developmental levels					
	Relevance of teaching materials to everyday life					
	Suitability of images, photos, and videos in clarifying the material					
presentation format	Explanation of the material in aligns with English language learning rinciples					
	Material follows a logical progression from simple to complex concepts					
	Presentation of material in media uses clear and concise language					

	Logical sequence of the presented material					

D. SUGESTION

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Based on your assessment of the observation guide instrument for efforts to enhance students' motivation in learning English at SMP Neg. 7 Palopo. Please indicate which of the following conclusion best reflects your assessment results by placing a checkmark (✓) in the corresponding column:

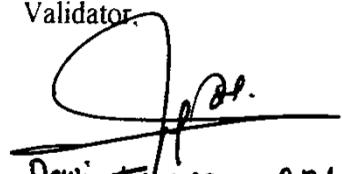
A = Suitable for use in conducting research without revision

B = Suitable for use in conducting research after revision

C = Not suitable for use in conducting research

A	B	C

Palopo, 2024
Validator,


Dewi Furwana, S.pd.I., M.pd.

Material Expert Validation Test Instrument

Developing a Web-based Mobile Game to enhance students' motivation in learning English Vocabulary

Validator Name : Dewi Furwana, S.Pd.I., M. Pd.
 Nip : 198708312015032006
 Job Title : Lecturer
 Institution : IAIN Palopo

A. INTRODUCTION

This validation sheet is used to obtain your assessment of the observation guide instrument for Developing a Web-based Mobile Game to Enhance Students' Motivation in Learning English Vocabulary. I would like to thank you for your willingness to become a validator and fill out this validation sheet

B. INTRUCTION

1. You can give your opinion on the validation sheet that has been created to collect research data.
2. Your opinion on each statement that will be used to collect assessment data
3. You can tick (✓) each statement in one of the assessment number columns as follows:
 1 = Invalid
 2 = Less valid
 3 = Moderately valid
 4 = Valid
 5 = Highly valid

C. EVALUATION

Aspect	indicator	Score				
		1	2	3	4	5
Relevance	Alignment of teaching materials with the school curriculum					✓
	Teaching materials relevant to the competencies students must acquire					✓
	Questions/quizzes relevant to the competencies students must acquire					✓
	Comprehensiveness of teaching materials aligned with students' developmental levels					✓
Accuracy	Teaching materials aligned with scientific accuracy				✓	
	Depth of content explanation aligned with students' developmental levels					✓
	Teaching materials aligned with everyday life					✓
	Suitability of images, photos, and videos to clarify the material					✓
presentation format	Explanation of the material in accordance with English language learning					✓
	Explanation of the material follows a logical progression from simple to complex				✓	
	Presentation of material in media using clear language					✓
	Logical sequence of the presented material				✓	

D. SUGESTION

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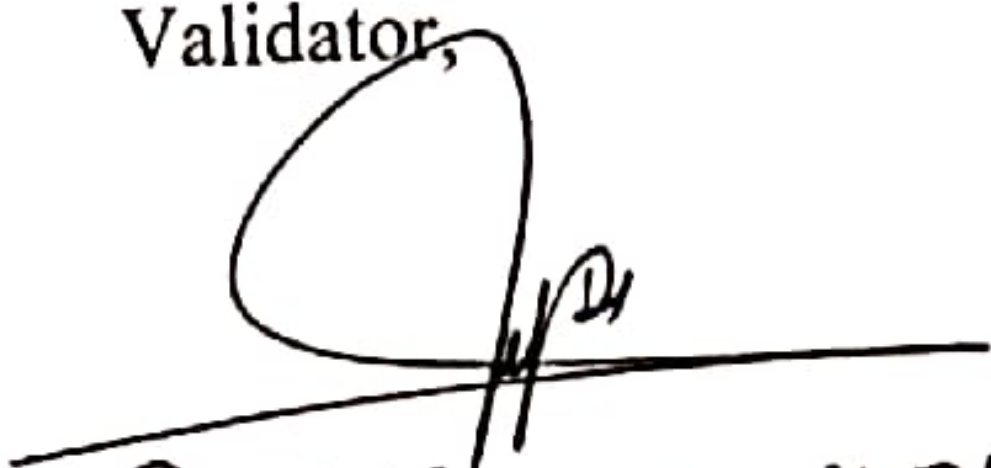
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Based on the assessment that has been carried out, the observation guide instrument for efforts to increase students' motivation in learning English at SMP Neg. 7 Palopo is steted:

- A = Suitable for use for conducting research without revision
- B = Suitable for use for conducting research after revision
- C = Not suitable for use for conducting research

Please put a mark (✓) in the column that corresponds to the conclusion of your assessment results.

A	B	C
	✓	

Palopo, 2024
Validator,

Dewi Farwana, M.Pd.

Design Validation Test Instrument

Developing a Web-based Mobile Game to enhance students' motivation in learning English Vocabulary

Validator Name : Dr. Sukirman, S.Pd.,M.Pd.,Ph.D
Nip 19851111 201503 1 003
Job Title : Lecturer
Institution : IAIN Palopo

A. INTRODUCTION

This validation sheet aims to gather your assessment of the observation guide instrument designed for project "Developing a Web-based Mobile Game to Enhance Students' Motivation in Learning English Vocabulary". Your valuable feedback will help ensure the instrument's effectiveness in evaluating the project's outcomes.

B. INTRUCTION

1. Please carefully review the validation sheet designed for collecting research data,
2. Evaluate each statement on the sheet based on its validity for assessing the research instrument.
3. For each statement, indicate your assessment by ticking (✓) the corresponding number column:
1 = Invalid
2 = Less valid
3 = Moderately valid
4 = Valid
5 = Highly valid

C. EVALUATION

Aspect	indicator	Score				
		1	2	3	4	5
Component	Suitability of materials, learning objective sequence, and indicators of learning objective achievements					✓
	Appropriateness of time allocation and learning steps				✓	
	Appropriateness of learning methods/models for student characteristics					✓
	Ease of access to learning media					✓
	Clarity of assessment of learning outcomes.					✓
Principle	Level of student activity in learning					✓
	Level of student involvement in learning					✓
	Clarity of feedback and follow-up procedures					✓
	Integration with other subject (if applicable)				✓	
	Effective use of technology					✓

D. SUGESTION

Please make clear and understandable instructions for students. Thus, we will understand what they are supposed to

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Based on your assessment of the observation guide instrument for efforts to enhance students' motivation in learning English at SMP Neg. 7 Palopo, please indicate which of the following conclusions best reflects your assessment results by placing a checkmark (✓) in the corresponding column:

A = Suitable for use in conducting research without revision


B = Suitable for use in conducting research after revision

C = Not suitable for use in conducting research

A	B	C
✓		

Palopo,
Validator,

2024


Sukirman, PhD

Media Validation Test Instrument

Developing a Web-based Mobile Game to enhance students' motivation in learning English Vocabulary

Validator Name : Dr. Sukirman, S.Pd., M.Pd. Ph.D
Nip 19851111 201503 1 003
Job Title : Lecturer
Institution : IAIN Palopo

A. INTRODUCTION

This validation sheet is designed to obtain your assessment of the observation guide instrument for the project "Developing a Web-based Mobile Game to Enhance Students' Motivation in Learning English Vocabulary". We greatly appreciate your willingness to serve as a validator and provide your feedback through this validation sheet

A. INTRUCTION

4. Please carefully review the validation sheet designed for collecting research data,
5. Evaluate each statement on the sheet based on its validity for assessing the research instrument.
6. For each statement, indicate your assessment by ticking (✓) the corresponding number column:
- 7.
- 1 = Invalid
- 2 = Less valid
- 3 = Moderately valid
- 4 = Valid
- 5 = Highly valid

B. EVALUATION

Aspect	indicator	Score				
		1	2	3	4	5
Appearance	Suitability of media background selection				✓	
	Suitability of font type and size				✓	
	Suitability of color selection within the media					✓
	Suitability of images, photos, audio, and video usage					✓
	Overall quality of instructional media display					✓
Media content	Alignment of the game's content with the learning material				✓	
	Suitability of the game for the intended learning model				✓	
	Effectiveness of the game in facilitating and enhancing learning					✓
	Utilization of the game's features to increase student motivation					✓
Language	Clarity of language used in instructions and feedback					✓
	Effectiveness of sentences used within the game					✓
	Standard usage of English terms and vocabulary				✓	
Practicality in use	Ease of use and navigation within the game					✓
	Availability of necessary facilities or resources for using the game (e.g., internet access)					✓
	Ease of access to buttons and interactive elements					✓

C. SUGESTION

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Based on your assessment of the observation guide instrument for efforts to enhance students' motivation in learning English at SMP Neg. 7 Palopo, please indicate which of the following conclusions best reflects your assessment results by placing a checkmark (✓) in the corresponding column:

- A = Suitable for use in conducting research without revision
- B = Suitable for use in conducting research after revision
- C = Not suitable for use in conducting research

A	B	C
✓		

Palopo,
Validator,



Sukirman, PhD

2024

INSTRUMEN UJI COBA PRODUK
PENGEMBANGAN MOBILE GAME BERBASIS WEB UNTUK
MENINGKATKAN MOTIVASI SISWA DALAM BELAJAR KOSAKATA
BAHASA INGGRIS

A. Data Responden

Nama:

B. Petunjuk

Berikut ini merupakan beberapa pernyataan terkait dengan Developing a Web-Based Mobile Game to Enhance Students' Motivation in learning English Vocabulary yang telah diberikan sebelumnya. Kuisisioner berikut untuk mengetahui tingkat kepuasan Anda selama menggunakan game ini. Berikanlah tanda centang (✓) pada salah satu jawaban saja.

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	Jawaban				
		SS	S	R	TS	STS
1.	Saya dapat menggunakan media game berbasis wordwall dengan mudah					50%
2.	Menggunakan media game edukasi berbasis wordwall merupakan pengalaman baru					
3.	Penggunaan media game edukasi berbasis wordwall sangat menarik dan menyenangkan					
4.	Melalui penggunaan media game edukasi berbasis wordwall saya menjadi mudah memahami pembelajaran					
5.	Melalui penggunaan media game edukasi berbasis wordwall saya memahami materi yang Disampaikan dalam pembelajaran dengan Mudah					
6.	Tulisan dan perintah dalam media game edukasi berbasis wordwall dapat saya pahami					
7.	Melalui game ini menambah kosakata saya					
8.	Menggunakan media game edukasi berbasis wordwall dapat menambah motivasi saya dalam belajar					
9.	Media game bermanfaat dan menarik untuk pembelajaran bahasa Inggris					

10.	Media game edukasi berbasis wordwall membantu saya menghafal kosakata bahasa Inggris					
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**INSTRUMEN MOTIVASI BELAJAR SISWA
PENGEMBANGAN MOBILE GAME BERBASIS WEB UNTUK
MENINGKATKAN MOTIVASI SISWA DALAM BELAJAR KOSAKATA
BAHASA INGGRIS**

Petunjuk Pengisian:

Dalam instrumen ini terdapat 15 butir pernyataan yang kesemuanya merupakan gambaran keadaan diri kita masing-masing. Sebelum menjawab dan menentukan pilihan pada masing-masing pernyataan tersebut, anda perlu mengetahui beberapa hal berikut ini :

Bubuhkanlah tanda silang(√) di kolom lembar jawaban yang telah disediakan.

Adapun pilihan yang dapat anda sampaikan adalah sebagai berikut:

SS : Sangat Setuju

S : Setuju

C: Cukup

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Instrumen ini tidak mempunyai hubungan sama sekali dengan kegiatan akademik anda, sehingga apapun jawaban yang akan anda berikan tidak akan mempengaruhi prestasi belajar anda. Maka jawablah sesuai dengan kata hati anda sendiri. Jangan sampai ada pernyataan yang terlewati dan silahkan mengisi formulir.

No .	Pernyataan	Jawaban				
		SS	S	C	TS	STS
1.	Saya merasa lebih termotivasi dalam belajar setelah menggunakan mobile game ini					
2	Saya senang meghafalkan kosakata ketika bermain game					
3.	Saya akan mempertahankan dan belajar lebih giat saat mendapatkan nilai bagus					
4.	Apakah kamu merasa lebih percaya diri untuk menggunakan kosakata baru dalam percakapan					
5.	Saya merasa lebih puas dengan hasil belajar saya setelah menggunakan game ini.					
6.	Saya merasa lebih banyak terlibat dalam proses pembelajaran karena adanya variasi dan kreatifitas dalam mobile game ini					
7.	Saya merasa lingkungan belajar yang lebih kondusif saat menggunakan game ini					
8.	Saya merasa sangat terbantu memahami kosakata melalui mobile game					
9.	Saya merasa lebih konsisten dalam belajar kosakata setelah menggunakan mobile game					
10.	Fitur fitur dalam mobile game ini membuat saya lebih bersemangat dalam belajar kosakata					

11.	Bermain game dapat meningkatkan keinginan saya untuk belajar					
12.	Saya lebih berminat mengikuti pembelajaran melalui game					
13.	Game membantu saya mencapai tujuan pembelajaran					
14.	Melalui game saya dapat belajar di manapun tidak harus didalam kelas					
15.	Belajar bahasa Inggris sambil main game tidak membosankan					

Lembar Validasi Pakar 1

Lembar Angket Motivasi Belajar Siswa

Petunjuk:

Berilah tanda centang (v) pada tempat yang tersedia dengan penilaian Bapak/Ibu.

Keterangan:

S : Setuju

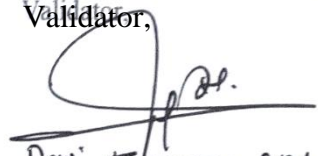
TS : Tidak Setuju

No.	Pernyataan			Saran Perbaikan
		S	TS	
1.	Saya tidak mudah putus asa saat mengalami kesulitan belajar bahasa Inggris		✓	
2	Saya termotivasi dalam belajar setelah menggunakan mobile game ini			Saya merasa lebih termotivasi dalam belajar setelah menggunakan mobile game ini
3.	Saya senang meghafal kosakata ketika bermain game			Saya senang meghafalkan kosakata ketika bermain game
4.	Apakah kamu merasa lebih percaya diri untuk menggunakan kosakata baru dalam percakapan			Mengerjakan activity di games wordwall
5.	Saya belajar bahasa Inggris dengan sungguh-sungguh agar mudah menggapai cita-cita di masa depan		✓	Saya belajar bahasa inggris melali games agar dapat meningkatkan keterampilan bahasa saya
6.	Cita-cita yang ingin saya capai harus diusahakan dari sekarang		✓	
7.	Saya merasa lebih puas dengan hasil belajar saya setelah menggunakan game ini			Saya selalu mengerjakan soal latihan bahasa inggris di games wordwall

				karna kegiatannya beraneka ragam
8/	Saya merasa lebih banyak terlibat dalam proses pembelajaran karena adanya variasi dan kreatifitas dalam mobile game ini			Saya selalu mengerjakan soal latihan bahasa inggris di games wordwall karna kegiatannya menarik
9.	Saya malas belajar bahasa Inggris meskipun orangtua memberikan hukuman jika mendapat nilai jelek		✓	
10.	Saya menghindari pelajaran yang saya anggap sulit		✓	
11.	Saya merasa lingkungan belajar yang lebih kondusif saat menggunakan game ini			Saya antusias untuk mengerjakan soal di games itu untuk meningkatkan kosakata bahasa inggris saya
12.	Saya merasa sangat terbantu memahami kosakata melalui mobile game			
13.	Saya merasa lebih konsisten dalam belajar kosakata setelah menggunakan mobile game			Game wordwall meningkatkan ketertarikan saya untuk bermain game
14.	Fitur fitur dalam mobile game ini membuat saya lebih bersemangat dalam belajar kosakata			Word wall
15.	Bermain game dapat meningkatkan keinginan saya untuk belajar			Dengan bermain game wordwall dapat membantu saya mencapai tujuan pembelajaran

				bahasa inggris
16.	Saya lebih berminat mengikuti pembelajaran melalui game			Saya suka bermain games di wordwall karena muda di akses kapanpun dan dimanapun
17.	Game membantu saya mencapai tujuan pembelajaran			wordwall
18.	Melalui game saya dapat belajar di manapun tidak harus didalam kelas			
19.	Belajar bahasa Inggris sambil main game tidak membosankan			

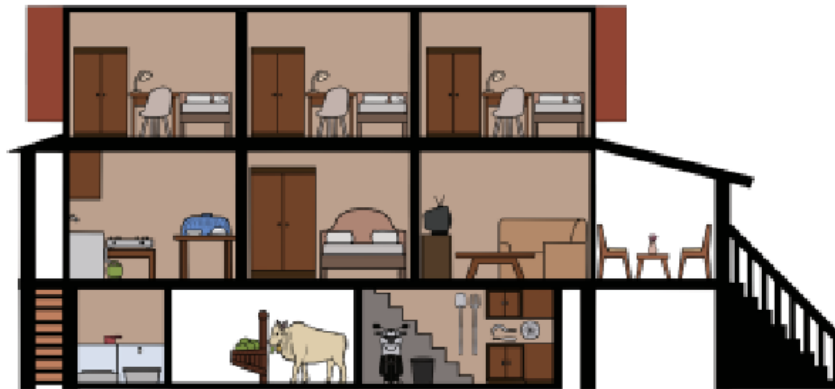
Palopo, 2024
Validator,


Dewi Furwana, S.pd.I., M.pd.

Lampiran

Pre-test “Developing a Web Based Mobile Game to Enhance Students’ Motivtion in Learning English Vocabulary”

1. Write the name of the rooms based on the picture?



Picture 3.2 The rooms in Galang's house.

2. Write things in the living room?
3. Arrange the letters into a good word!
 - a. p-o-m
 - b. p-s-e-e-w
 - c. t-e-h- m-d-a-e e-d-b
 - d. l-c-e-n-a
 - e. p-i-w-e

4. Tips to Separate Rubbish

There are some tips on how to separate rubbish at home. The most simple way to separate your rubbish is by categorizing them into two types. First, you can collect organic rubbish. Examples of organic rubbish are food scrap, leaves, plants and soil. They can go into the composter. They are good to use as fertilizer. Second, you should collect non-organic rubbish. The materials that belong in this category are paper, plastic, cardboard, metal and fabric. Before we throw them into the recycle bin, we should clean them. Then, they can be recycled into new products. Separating rubbish is very useful to keep our environment clean. Read the text again and have a look at the rubbish collection. Can you separate them based on the categories?

Read the text above and then separate the non organic and organic rubbish



IMPLEMENTASI PENERAPAN GAMES “WORDWALL” PADA MATA PELAJARAN BAHASA
INGGRIS KELAS 7 SMPN 7 PALOPO





LINK GAME

1. <https://wordwall.net/resource/72718750>
2. <https://wordwall.net/resource/75417144>
3. <https://wordwall.net/resource/72716536>
4. <https://wordwall.net/resource/72753006>
5. <https://wordwall.net/resource/75426896>



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
PASCASARJANA

PROGRAM STUDI TADRIS BAHASA INGGRIS
Jl. Agatis Kel.Balandai Kec.Bara 91914 Kota Palopo
Email: pbi @iainpalopo.ac.id

Nomor : 801/ In.19/PPS/TBI/11/2023
Lamp :
Hal : *Permohonan Observasi Penelitian*

Palopo, 08 November 2023

Kepada Yth.
Bapak /Ibu Kepala SMP Negeri 7 KotaPalopo
Di

Tempat

Assalamu ' Alaikum Wr.Wb.

Dengan hormat disampaikan bahwa nama mahasiswa berikut ini:

1. Nama : Nurpita
NIM : 2205040006
Semester : IV (Empat)
Prodi : Tadris Bahasa Inggris

Adalah mahasiswa(i) Jurusan Tadris Bahasa Inggris Pascasarjana IAIN Palopo semester IV (Empat) yang bermaksud melakukan observasi penelitian.

Sehubungan dengan hal tersebut, kami sangat mengharapkan bantuan Bapak/Ibu agar dapat mengizinkan mahasiswa yang bersangkutan untuk melakukan observasi penelitian di sekolah Bapak/Ibu.

Demikian surat permohonan ini dibuat, atas bantuan dan kerjasama Bapak/Ibu diucapkan banyak terima kasih.

Wassalamu' Alaikum Wr. Wb.





**PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN KOTA PALOPO
SMP NEGERI 7 PALOPO**

Alamat : Jl. Andi Pangerang No. 6 Kota Palopo



SURAT KETERANGAN PENELITIAN

Nomor: 400.3.5/037/smpn.7/II/2024

Yang bertanda tangan di bawah ini:

Nama : **Wagiran S.Pd.,M.Eng**
Nip : 19670219 199103 1 005
Jabatan : Kepala Sekolah
Sekolah : SMP Negeri 7 Palopo

Dengan ini menyatakan bahawa Mahasiswa yang tersebut namanya di bawah ini:

Nama : **Nurpita**
NIM : 2205040006
Program Studi: Tadris Bahasa Inggris Pascasarjana
Jenis Kelamin : Perempuan
Smester : IV (Empat)
Universitas : Institut Agama Islam Negeri Palopo

Benar telah melaksanakan penelitian di SMP Negeri 7 Palopo selama 3 (tiga) Bulan. Terhitung mulai tanggal 08 Januari – 08 Maret 2024 untuk memperoleh data dalam rangka penyusunan thesis yang berjudul "***Developing a Web-based mobile game to Enhance Students' Motivation in Learning English Vocabulary***"

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Palopo, 08 Maret 2024

Kepala Sekolah,



Wagiran, S.Pd.,M.Eng.
NIP. 196702191991031005.



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Jalan Agatis, Kelurahan Balandai, Kecamatan Bara, Kota Palopo Sulawesi Selatan Kode Pos: 91914

SURAT KETERANGAN

No. 159/UJI-PLAGIASI/VIII/2024

Yang bertanda tangan di bawah ini:

Nama : Dewi Furwana, S.Pd.I., M.Pd.
NIP : 198708312015032006
Jabatan : Sekretaris Prodi Tadris Bahasa Inggris

Menerangkan bahwa naskah tesis berikut ini:

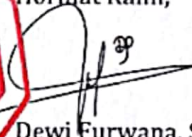
Nama : Nurpita
NIM : 2205040006
Program Studi : Tadris Bahasa Inggris
Judul : "Developing A Web-Based Mobile Game to Enhance Stuednts' Motivation in Learning English Vocabulary"

Telah melalui pemeriksaan cek plagiasi (turnitin) dengan hasil 23% dan dinyatakan memenuhi ketentuan batas minimal plagiasi ($\leq 25\%$). Adapun hasil cek plagiasi terlampir.

Demikian surat pernyataan ini dibuat untuk dipergunakan sebagaimana mestinya.



Palopo, 07 Agustus 2024
Hormat Kami,


Dewi Furwana, S.Pd.I., M.Pd.
NIP 198708312015032006

IDEAS

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Kampus IAIN Palopo Jln. Agatis, Balandai, Telp. 0417-22076 fax 0471-325195 Kota Palopo

LETTER OF ACCEPTANCE

No. 110.3108/In.19/IDEAS/VIII/2024

Kepada Yth.

Nurpita¹, Edhy Rustan², Masruddin³

2205040006@iainpalopo.ac.id

ENGLISH LANGUAGE EDUCATION, STATE ISLAMIC INSTITUTE OF PALOPO, PALOPO,
SOUTH SULAWESI

Assalamu'alaikum Warahmatullaahi Wabarakaatuh

Dengan hormat kami sampaikan bahwa tim redaktur telah menerima artikel **ID 5541** yang berjudul **"DEVELOPING A WEB-BASED MOBILE GAME TO ENHANCE STUDENTS' MOTIVATION IN LEARNING ENGLISH VOCABULARY"** dan dinyatakan layak diterbitkan pada Jurnal Ideas Bulan **December 2024, Volume 12 Nomor 2.**

Demikian penyampaian ini, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullaahi Wabarakaatuh



Cek Status Naskah

Palopo, 31 Agustus 2024
Tim Redaksi



Dr. Masruddin., SS., M.Hum.
NIP. 19800613 200501 1 005



YAYASAN NECO
NUSANTARA ENGLISH COURSE

Certificate of Achievement
For the PBT TOEFL TEST

This is Presented to:

NURPITA

Place Date of Birth : Palopo, December 25th 1982

Has Taken a TOEFL Prediction in Nusantara English Course (NECO) for the Test that
Conducted by Yayasan Neco Center Palopo and has Attained the


Following Competency :

Listening Comprehension	: 50
Structure & Written Expression	: 53
Reading Comprehension	: 56
Total Score	: 530

We hope this Letter of Explanation will be found useful by where necessary.

Palopo, 27th of Juli 2024,




Andi Arif Rahman Idrus, A.Ma., S.Pd. M.Pd
Director of Yayasan Neco

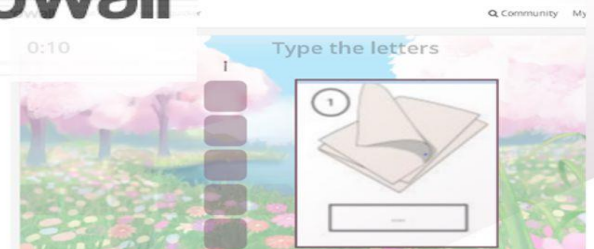
By.
NURPITA



VII
GRADE



Wordwall



**A WEB-BASED MOBILE GAME TO ENHANCE
STUDENTS' MOTIVATION IN
LEARNING ENGLISH VOCABULARY**

Author's Foreword

Price and thanks to the Almighty God for His Blessings and Grace,
Enabling the autor to complete the material on time.

This material is not perfect model, so the author welcomes
criticism and suggestions to make it better.

Hopefully, these materials can be used as a reference for users'
'Wordwall" web.

Palopo, September 2024

Author

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1. Description

Title: A web-based mobile game to Enhance Students' Motivation in Learning English Vocabulary

Author: Nurpita

NURPITA is one of the postgraduate students in the English Language Education program at IAIN Palopo. In her master's thesis, titled "Developing a Web-Based Mobile Game to Enhance Students' Motivation in Learning English Vocabulary," she discusses the significance of a strong vocabulary foundation for learning English.

Most children nowadays use their smartphones to play games during breaks. However, this activity does not add to their knowledge and can disrupt their concentration during learning. As a result, they find it difficult to focus on classroom materials and their test scores decline. Additionally, this habit can make students lazy, as they become more interested in playing games than studying.

The prevalence of online games presents a unique opportunity to leverage their engaging nature for educational purposes. Research has shown that well-designed mobile games can effectively improve English vocabulary mastery, reading skills, and overall learning motivation. Although some studies highlight its benefits for specific groups of students, its broader application potential cannot be denied. By harnessing the power of digital games, educators and developers can create dynamic and motivating learning environments, fostering a love for the English language and a thirst for knowledge.

Therefore, this study aims to create a mobile game application to boost students' learning inspiration in acquiring English vocabulary.

Throughout this research, the researcher will determine the limitations of the problem. It will only focus on the analysis and development of the "wordwall" website.

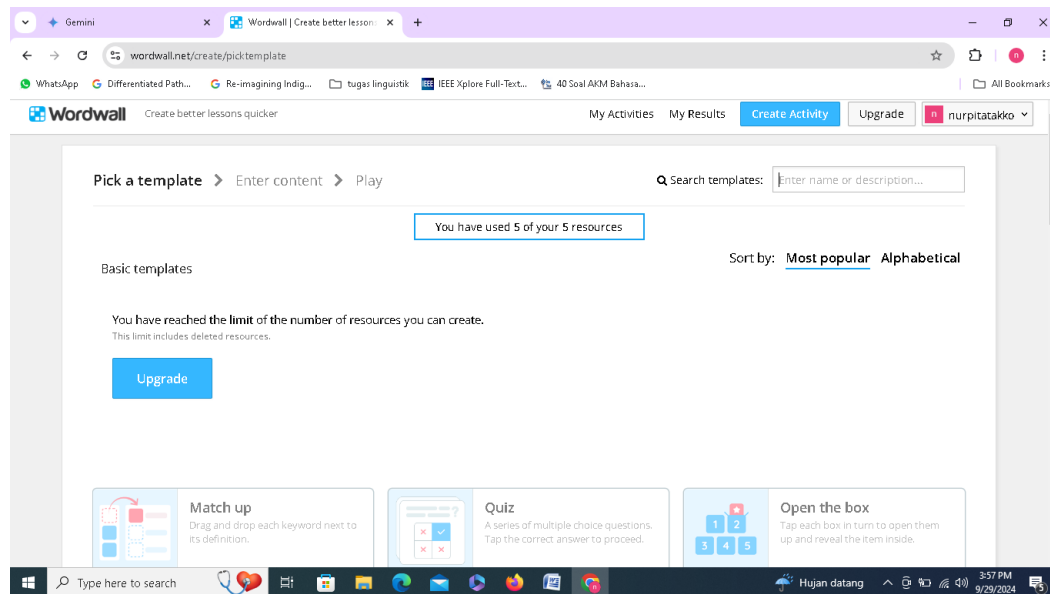
‘Wordwall’ is a powerful educational tool that offers a wide range of interactive and printable activities. Its user-friendly template system makes it easy for teachers to create engaging and customized content. This application provides 18 templates that can be accessed for free and users can switch activity templates from one to another easily. Teachers can also make their own content as assignments. Key features and benefits of ‘Wordwall’ include:

- Versatility: Offers both interactive and printable formats, catering to different learning styles and classroom settings.
- Customization: Allows teachers to personalize activities to fit their specific needs and teaching styles.
- Engagement: Interactive activities can enhance student engagement and motivation.
- Efficiency: The template system streamlines the creation process, saving teachers time.
- Accessibility: Activities can be accessed on various devices, making them suitable for both in-class and remote learning.
- Collaboration: Teachers can share their creations with the community, fostering collaboration and knowledge sharing.

Wordwall's ability to create interactive and printable activities, along with its customization options and ease of use, make it a valuable resource for educators seeking to enhance their teaching and learning experiences.

2. The Games

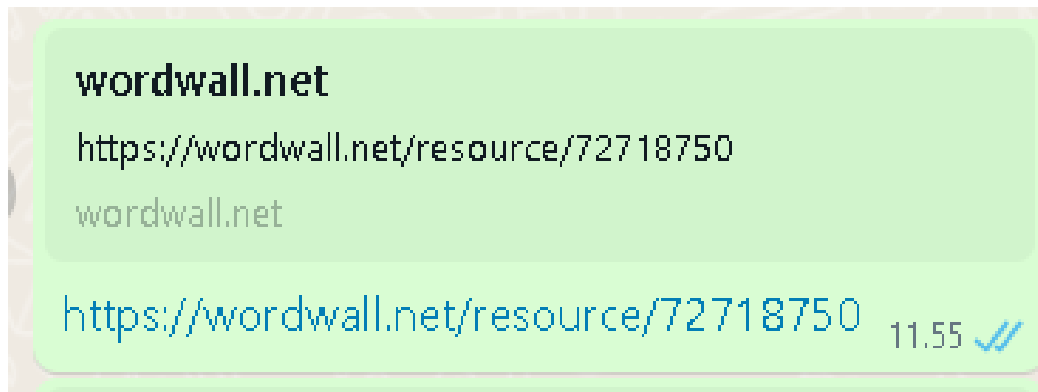
Wordwall is a web-based game platform that can only be played online. After logging in with your account, the Wordwall homepage will appear as follows:



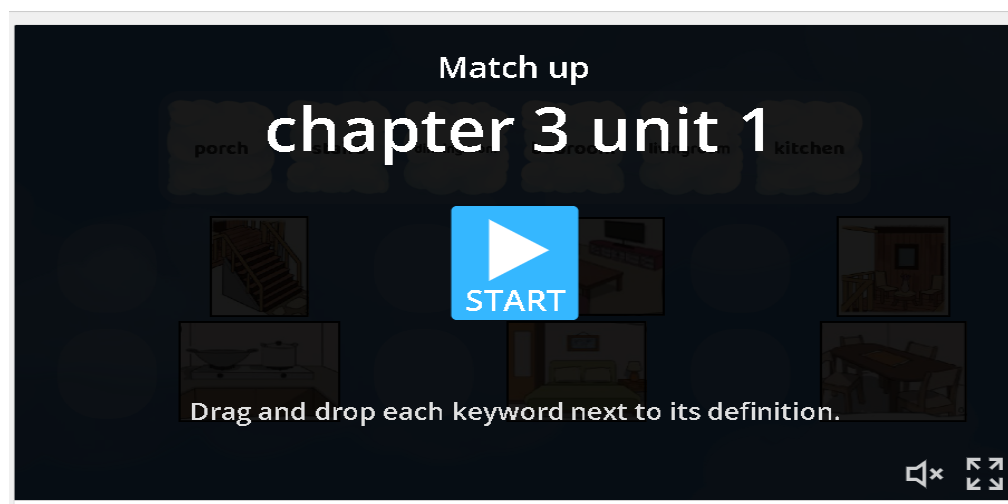
Wordwall offers a unique learning experience that doesn't require students to create accounts or log in. Teachers can simply share a direct link to a game, making it easily accessible for students to play. This book will delve into five specific game types from the vast collection of 18 templates available on Wordwall. These carefully selected games are designed to enhance language learning, engage students, and provide valuable practice in various skills.

2.1. Match up

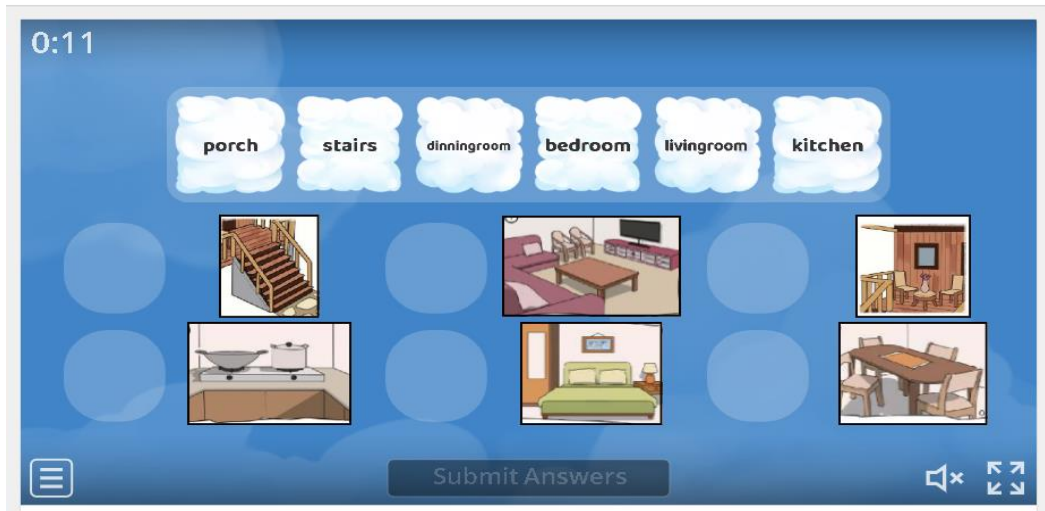
Click on the link sent in the WhatsApp group.



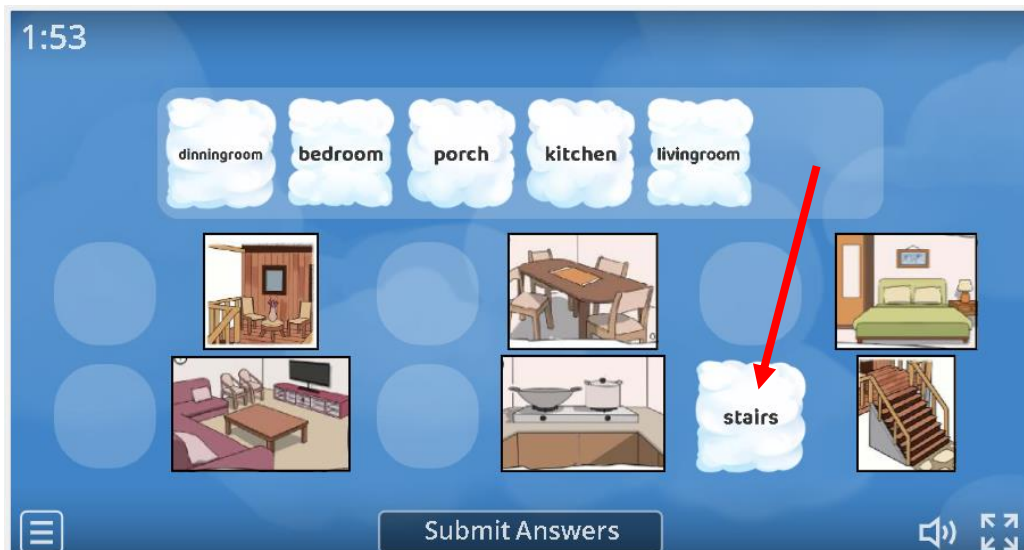
click start:



Once the game is launched:



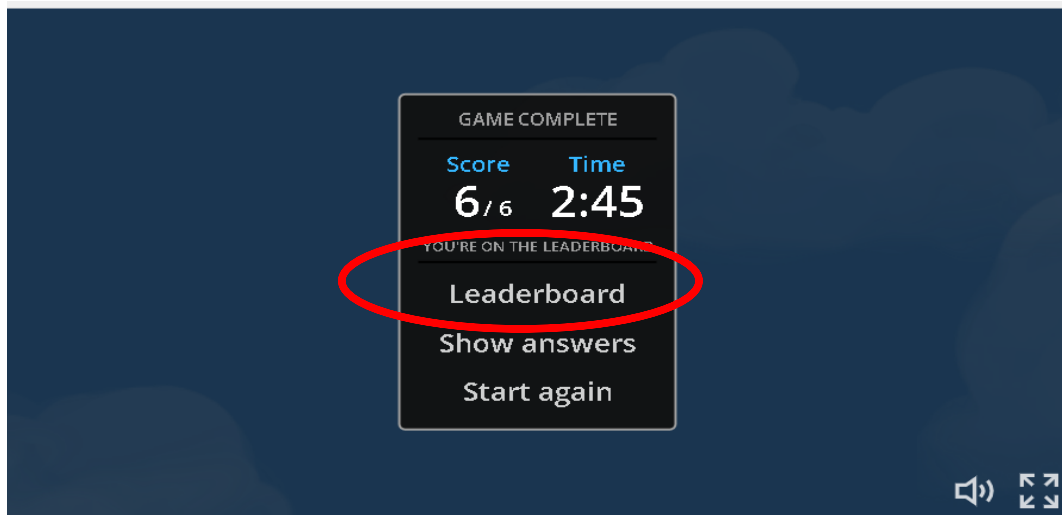
Drag and drop each keyword next to each definition.



Once the game is completed, click submit answers:



Click leaderbord and then write your name



Students' Results:

Rank	Name	Score	Time
1st	Mr. NASE	6	18.3
2nd	Sira	6	22.2
3rd	Nurhidayah sapa	6	26.5
4th	Jeslin helena putri	6	27.5
5th	Ando Reinhard lumen	6	28.3
6th	Ghara anugrah	6	37.4
7th	Mr NASE	6	42.3
8th	Nur Afrilia	6	46.2
9th	Dwi aprilia pratiwi	6	53.0
10th	Dffhh	6	53.9
11th	Dila	6	57.1
12th	Nur aidah	6	1:01
13th	Alif ramadan putra	6	1:24
14th	Haura aqila possumah	6	1:55
15th	odilia	6	2:11
16th	Melti Bimbang	6	2:23
17th	Ninda	6	2:24
18th	Gibran	4	21.8
19th	Gian felix	4	36.9
20th	Ginm	4	39.5

2.2. Wordsearch

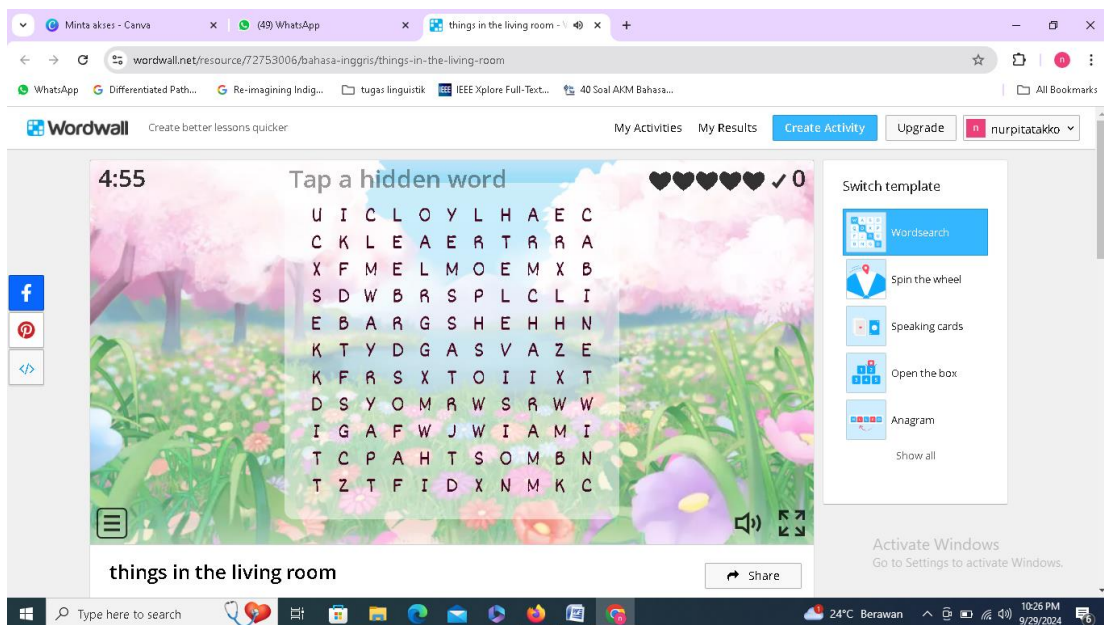
Click on the link sent in the WhatsApp group



Click start:



Once the game is launched:

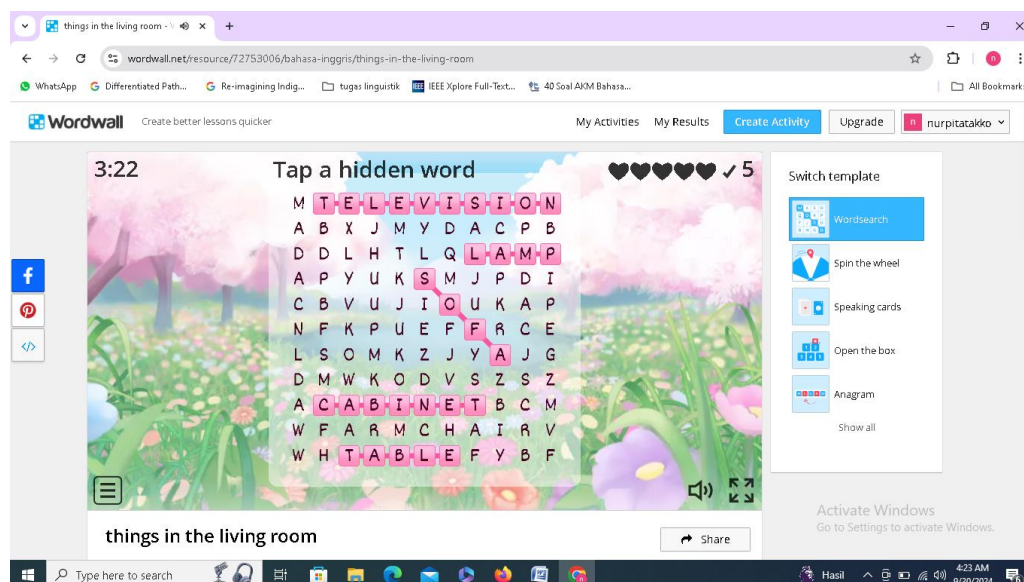


Words are hidden in the letters grid. Find them as fast as you can. You have a 5-minute time limit for this game.

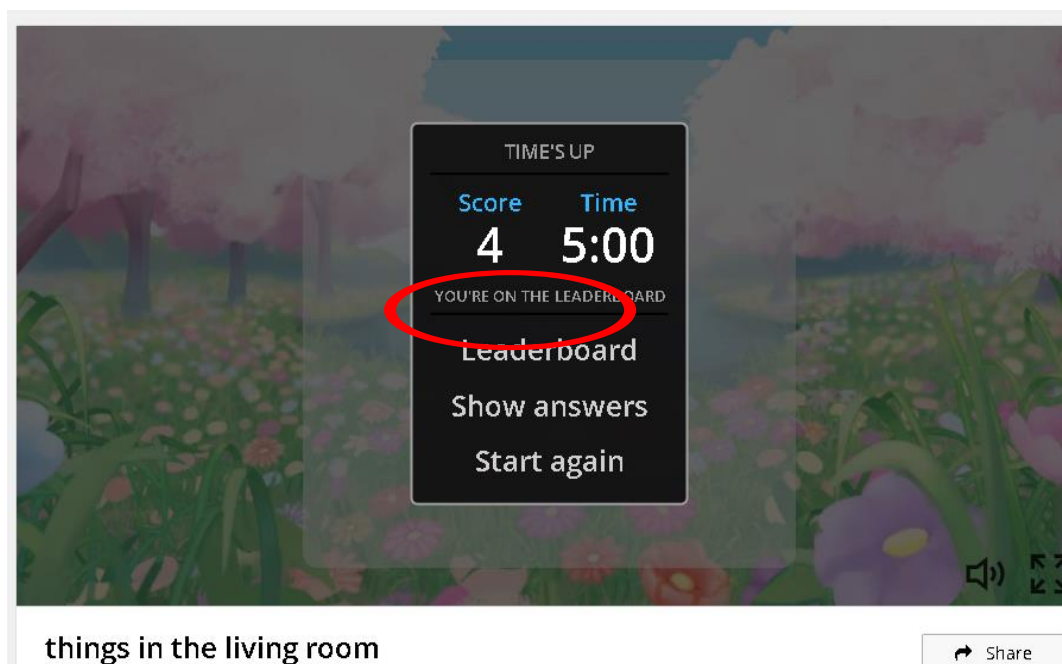


It is talking about things in the living room. There are 5 live have given. If you do 5 mistakes, you will lose.





Click leaderbord and then write your name



Students' Results:

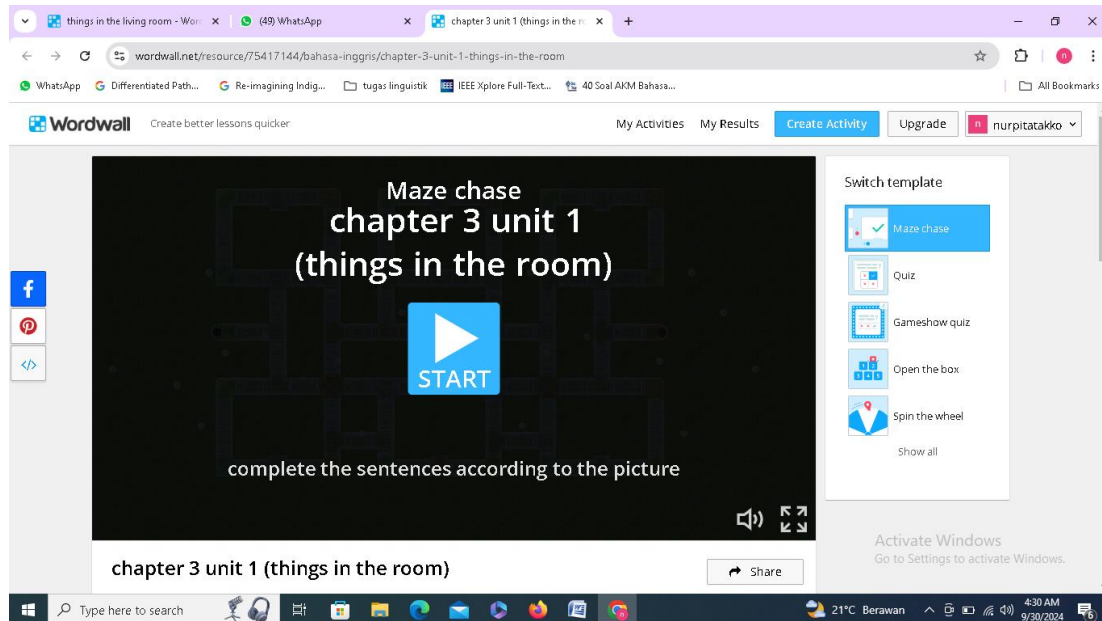
Rank	Name	Score	Time
1st	Vanesa	6	22.0
2nd	Gian felix	6	31.2
3rd	Sira	6	36.4
4th	Nur aidah	6	40.8
5th	Melti Bimbang	6	46.8
6th	Nur Afrilia	6	50.9
7th	RatuASIA	6	1:02
8th	Ghara anugrah	6	1:10
9th	Jeslin helena putri	6	1:23
10th	Gibran	6	1:37
11th	Muh rehan	6	1:48
12th	Ando	6	2:01
13th	Ibnu ahyar	6	2:28
14th	Aszahra	6	2:53
15th	Alif ramadan putra	6	2:54
16th	Viona	6	3:15
17th	Ninda	6	3:57
18th	Nurhidayah sapa	6	4:51
19th	Haura aqila possumah	5	5:00
20th	Dwi aprilia	4	1:05

2.3. Maze Chase

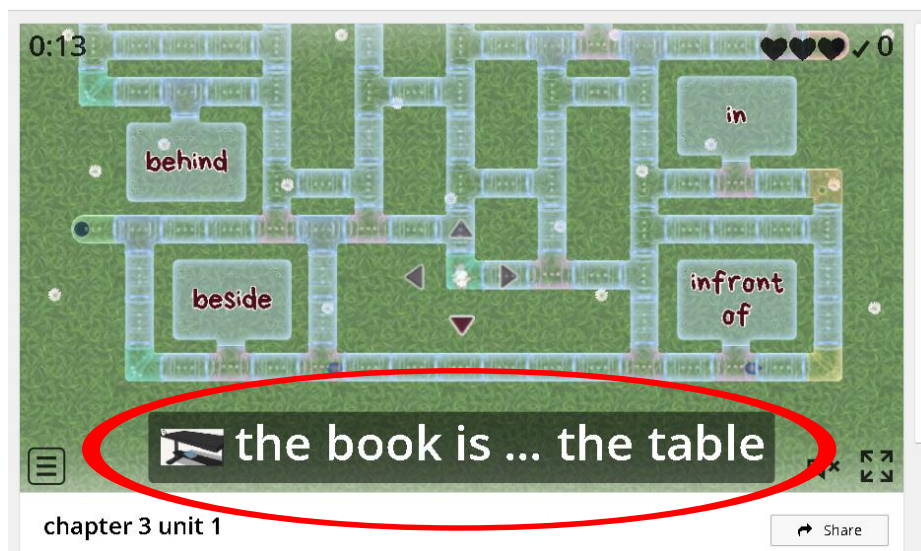
Click on the link sent in the WhatsApp group:



Click start:



Complete the sentences according to the picture



. The answer is in the maze. Run to the answer zone while avoiding the enemy.



There are 3 lives have given.



1:02 GO! ♥♥✓2

re beside in

nt under behind

the old radio is ... the television

chapter 3 unit 1

Share

under behind

beside in

the lamp is ... dining table

chapter 3 unit 1

Share

Edit Content Print 2/5 Embed More

jwall Create better lessons quicker

Community My Activities My Results

2:01 1... ♥♥♥✓5

under in in front of

beside behind above

the table is ... the sofa

chapter 3 unit 1

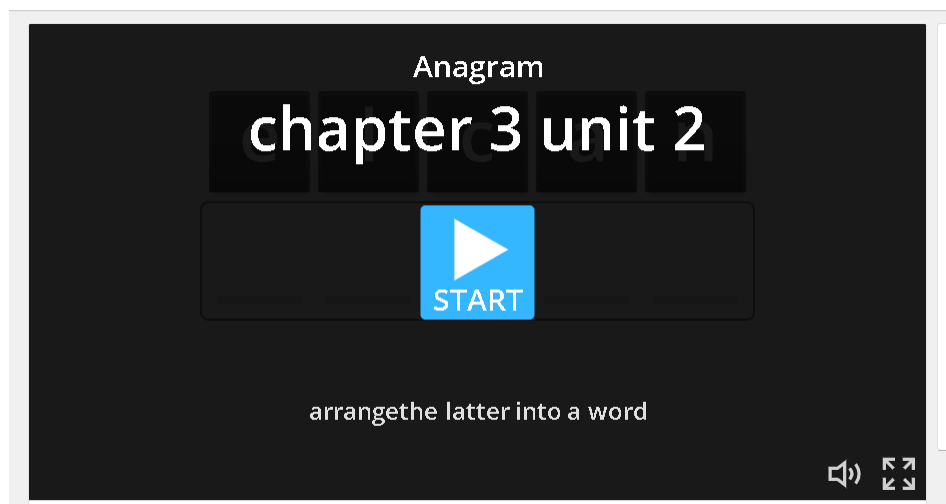
Share

2.4. Anagram

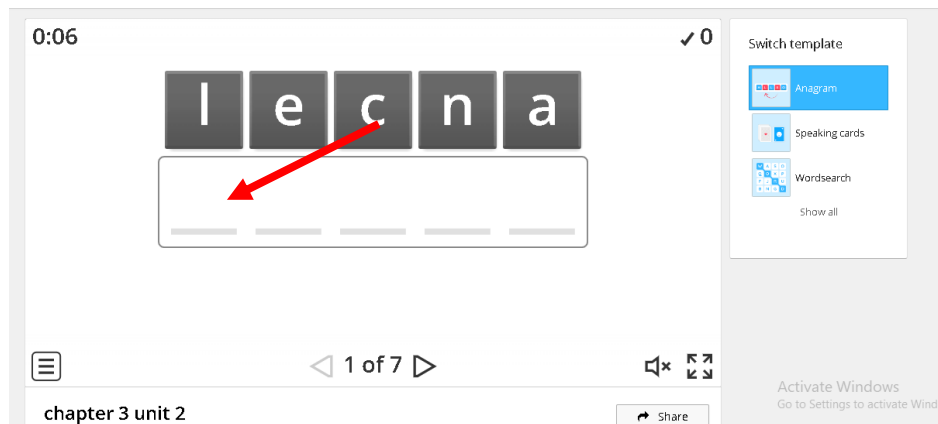
Click on the link sent in the WhatsApp group:



Click start:



Arrange the letter into a correct word. The words about what people do and use to clean up a house



The answer as follow:



The question as follows:

0:06 ✓ 0

o p m

chapter 3 unit 2

◀ 2 of 7 ▶

Share

Switch template

- Anagram
- Speaking cards
- Wordsearch
- Show all

Activata Windows

0:46 ✓ 0

w e p s e

chapter 3 unit 2

◀ 3 of 7 ▶

Share

Switch template

- Anagram
- Speaking cards
- Wordsearch
- Show all

Activata Windows

1:07

✓ 0

Switch template

- Anagram
- Speaking cards
- Wordsearch
- Show all

t s d u e t h

t i f e r u r n u

chapter 3 unit 2

Share

4 of 7

Antivote Mindless

2:01

✓ 0

Switch template

- Anagram
- Speaking cards
- Wordsearch
- Show all

h s a w

chapter 3 unit 2

Share

5 of 7

Click leaderbord and then write your name

GAME COMPLETE

Score 78 Time 2:25

YOU'RE ON THE LEADERBOARD

Leaderboard

Show answers

Start again

Students' Results:

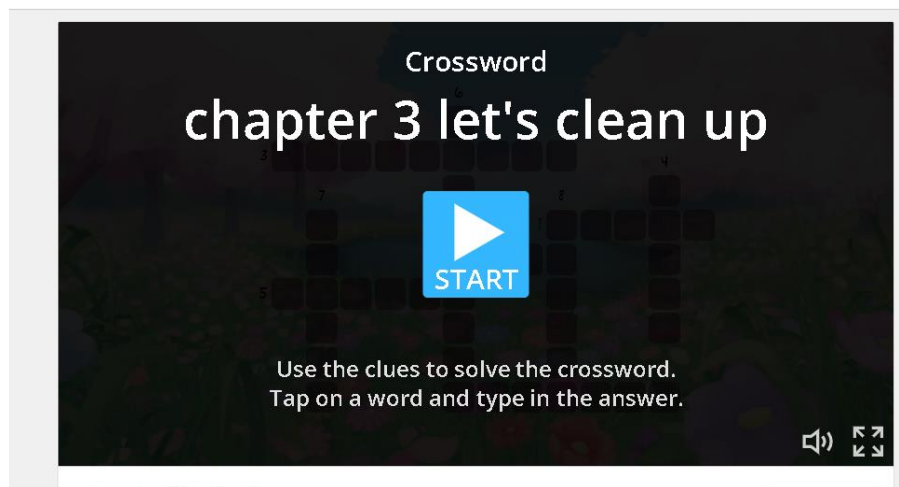
Rank	Name	Score	Time
1st	Haura aqila possumah	94	52.4
2nd	Nur Afrilia	94	53.1
3rd	dila	94	1:45
4th	Alif radhan	90	1:39
5th	Vnessa	87	1:01
6th	Ridwan	86	1:00
7th	Fitri	86	1:04
8th	nurhidayah	86	1:43
9th	Dwiaprilia	86	1:44
10th	Jeslin	86	4:50
11th	Aszahra	85	1:00
12th	Nabil	84	1:06
13th	Fridolin	81	55.7
14th	Gibran	80	2:10
15th	Gamal	78	2:08
16th	Barack	76	1:09
17th	Amira	74	1:12
18th	Ando	69	1:18
19th	Givrael Lungan	64	1:17
20th	Muh kurniawan	61	1:51

2.5. Crossword

Click on the link sent in the WhatsApp group:



Click start:



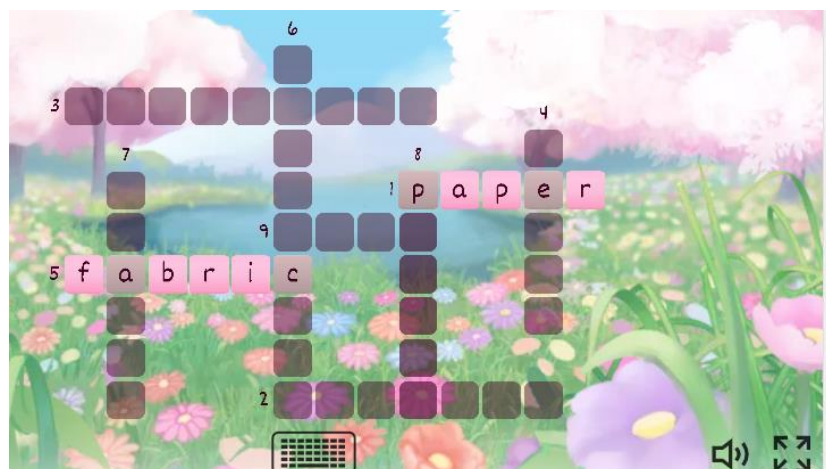
Tap on a word and type in the answer.



Fill in the box according to the picture:



Use the clues to solve the crossword.



The question as follows:

rdwall Create better lessons quicker My Activities My Results Create

0:11 Type the letters ✓ 0

9

chapter 3 let's clean up

Share

dwall Create better lessons quicker

Community My Activities My Results

0:13 Type the letters ✓ 0

chapter 3 let's clean up

Share

dwall Create better lessons quicker

My Activities My Results Create

0:04 Type the letters ✓ 0

7

Type the letters

6

dwall Create better lessons quicker

Community My Activities My Results [Create Activity](#)

0:05 **Type the letters** ✓ 0

chapter 3 let's clean up

Share

Switch template

- Crossword
- Match up
- Find the match
- Quiz
- Gameshow quiz

Show all

Activate Windows
Go to Settings to activate Windows

dwall Create better lessons quicker

My Activities My Results [Create Activity](#)

0:13 **Type the letters** ✓ 0

4

Students' Results:

Rank	Name	Score	Time
1st	Ando	9	45.8
2nd	Vanesa	8	1:11
3rd	Ghara anugrah	8	2:32
4th	Sira	8	3:44
5th	Haura aqila possumah	8	5:16
6th	Jamal	7	2:59
7th	Nurhidayah sapa	7	4:55
8th	Nur aidah	6	52.0
9th	Gian felix	6	1:40
10th	odilia	6	3:29
11th	Ninda	6	3:44
12th	Viona	6	4:44
13th	Muh rehan	6	5:47
14th	MELT	6	7:11
15th	Nur Afrilia	5	1:43
16th	Alif ramadan putra	5	2:41
17th	Amira	5	4:31
18th	Dwi aprilia pratiwi	5	6:16
19th	Ratu asia	4	1:10
20th	Dgh	4	2:28

3. BUILDING MOTIVATION

Motivation is the driving force behind behavior. It is what causes us to act and to keep acting. Motivation can be strong or weak, and the intensity of our motivation can influence how hard we try and how long we persist at a task.

Motivation is the fuel that propels us towards learning. It dictates the effort we invest and the perseverance we exhibit. Personal interest and enjoyment serve as the primary sources of intrinsic motivation, which promotes deeper engagement and better learning results. While extrinsic motivation can provide a starting point, fostering intrinsic motivation is key to long-term success. By understanding and nurturing both forms of motivation, educators and learners alike can unlock their full potential for academic achievement.

Building student motivation is a key element of successful learning. This study demonstrates how educators can leverage technology to create engaging and effective learning experiences. By utilizing a variety of games on the Wordwall application, educators can cater to different student interests and learning styles. Traditional puzzles and familiar game mechanics like match-up, word search, and crossword offer a fun and accessible way to learn new vocabulary. The inclusion of games like maze chase and anagrams adds an element of challenge, stimulating critical and creative thinking skills. This combination of fun and challenge is expected to make the vocabulary learning process more engaging and meaningful for students, ultimately leading to increased motivation and improved learning outcomes.

This revised conclusion integrates the information about building motivation from the provided text. It highlights how Wordwall games

cater to different interests and learning styles, and how the combination of fun and challenge keeps students engaged and motivated.

BIOGRAPHY



Nurpita, Born on Desember 25, 1982, in Palopo, She is youngest of 8 children of Takko Pongsibanna and Muawiyah. She lives in Palpo city, South Sulawesi, Indonesia. She began elementary school at SD Negeri 88 Salame in 1987 and graduated in 1993. She continued his studies at SMP Negeri 2 Palopo, graduating in 1996, and then attended MAN Palopo, graduating in 1999. In 1999, he enrolled at STAIN Palopo in the Faculty of Tadris Bahasa Inggris, majoring in English and graduated DIPLOMA III in 2002. In 2003, she started teaching at SMA Walenrang and was appointed as Guru Bantu at SMP Neg. 7 Palopo. She continued her study at STAIN Palopo in the faculty of Tadris Bahasa Inggris and graduated 2005. By 2006, she was appointed as a civil servant at the school, which was renamed SMP Neg. 7 Palopo. In 2013, she served as the treasurer of the BOS at SMP Neg. 7 Palopo. In 2014, she married Jamal, S.AN.MM. and they have two children. In 2015, she participated in professional teacher education at Makassar State University. In 2022, she registered as a postgraduate student at IAIN Palopo, majoring in English education, and continues in this program. Since 2024, she has been the head of the school health unit of SMP Neg. 7 Palopo.