# THE IMPLEMENTATION OF WORDWALL.NET AS A LEARNING MEDIUM TO IMPROVE VOCABULARY ACHIEVEMENT OF SEVENTH-GRADE STUDENTS AT SMP AL AZHAR 3 BANDAR LAMPUNG

**(Undergraduate Thesis)**

**By**

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**ENGLISH EDUCATION STUDY PROGRAM**
**DEPARTMENT OF LANGUAGE AND ARTS EDUCATION**
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**ABSTRACT**

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This study investigates the implementation of Wordwall.net as a learning medium to improve vocabulary achievement of seventh-grade students at SMP Al Azhar 3 Bandar Lampung. A one-group pre-test and post-test design was employed within a quantitative research design. The sample consisted of 30 students from class VII C, selected through cluster random sampling. The research instruments included pre-test and post-test vocabulary tests focusing on content words such as nouns, verbs, adjectives, and adverbs. The results of the paired sample t-test show a significant improvement in vocabulary achievement, with the mean score increasing from 55.78 in the pre-test to 82.56 in the post-test, resulting in a mean difference of 26.78. The t-value obtained (21.492) was greater than the t-table (2.045), and the significance level ($p = 0.000$) was below 0.05. All aspects of vocabulary show significant improvement, with adjectives and nouns achieving the highest improvement (7.72 points and 11.4 points). These findings highlight the effectiveness of Wordwall.net as a valuable medium for improving vocabulary achievement among Junior High School students.

*Keywords: Wordwall.net, vocabulary achievement, seventh-grade students, quantitative research, content word*

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Research Title : **THE IMPLEMENTATION OF WORDWALL.NET AS A LEARNING MEDIUM TO IMPROVE VOCABULARY ACHIEVEMENT OF SEVENTH-GRADE STUDENTS AT SMP AL AZHAR 3 BANDAR LAMPUNG**

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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 10 April 2025
Yang Membuat Pernyataan

Fayza Rahadina Adriani

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**CURRICULUM VITAE**

Fayza Rahadina Adriani, the youngest of three children of Ir. Efri Adrian and Ir. Umi Hanifatun, was born on March 26, 2003 in Bandar Lampung. She has two wonderful sisters, Ferizka Amalia Adriani, A.Md.Rad. as the eldest, and Fasya Chairunnisa Adriani, A.Md.A.Pj. as the second child.

She began her education at SD Kartika II-5 Bandar Lampung and graduated in 2015. She then continued her studies at SMPN 25 Bandar Lampung, graduating in 2018, and later attended SMAN 9 Bandar Lampung, where she completed her education in 2021. In the same year, she was accepted into the English Education Study Program, Faculty of Teacher Training and Education, University of Lampung, through the SNMPTN program.

During her time as a student at the University of Lampung, she was actively involved in student organizations, including being a member of the Finance Division of the Society of English Education Department Students (SEEDS) in 2022. The following year, she served as the secretary of the SEEDS Finance Division, where she further developed her communication and organization skills while gaining valuable insights into financial management.

## MOTTO

"So, surely with hardship comes ease. Surely with 'that' hardship comes 'more' ease."

(QS. Al-Insyirah: 5-6)

"Allah does not burden any soul beyond its capacity"

(QS. Al-Baqarah: 286)

"It is okay, this world is precious

We are what we are we

And precious, just as you are right now"

(Seventeen, Kidult)

"You can't be good at everything, but that doesn't mean that you can't do anything"

(Jeon Wonwoo, Seventeen)

"It's gonna be okay, like the hands on the clock

They'll go in circles back to their places"

(Seventeen, Circles)

## DEDICATION

This thesis is proudly dedicated to:

**My dearest parents**

Ir. Efri Adrian and Ir. Umi Hanifatun

**My dearest sisters**

Ferizka Amalia Adriani, A.Md.Rad., and Fasya Chairunnisa Adriani, A.Md.A.Pj.

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The writer understands that this thesis may not be perfect and might have some weaknesses that require improvement. Therefore, constructive feedback and suggestion are needed in order to improve this thesis.

Bandar Lampung, 19 Maret 2025
The writer,

Fayza Rahadina Adriani

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# I. INTRODUCTION

This chapter includes the research's background, research question, research objective, uses of the research, scope of the research, and definitions of terms.

## 1.1 Background of the Research

Neuman and Dwyer (2009) define vocabulary as a set of words essential for effective communication. It is categorized into two types: receptive vocabulary, which involves understanding words through listening, and productive vocabulary, which focuses on using words in speech. Vocabulary knowledge comprises three main components, form, meaning, and use, each associated with either receptive or productive skills. Receptive skills enable individuals to recognize and understand words, while productive skills involve actively using them in speaking or writing. Likewise, Schmitt (2000) emphasizes that words encountered in reading and listening are processed through receptive knowledge, whereas productive knowledge is necessary for expressing words.

The basic core of communication is vocabulary. If we are unfamiliar with the meaning of the words being spoken, we will struggle to comprehend what others are trying to communicate. In addition, this will also result in the delivery of our ideas or thoughts being unclear or the meaning not being conveyed properly (Krashen and Terrell, 1998). "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." (David Wilkins in Thornbury, 2002:13). On the other hand, the first thing we must master is vocabulary.

"Teaching vocabulary is undoubtedly one of an English teacher's most difficult tasks. Vocabulary lessons are generally uninteresting to students and are too often ineffectual

as well. Yet, a full vocabulary is essential to adequate self-expression. The importance of teaching vocabulary cannot be denied, and it must be taught effectively so that students experience the enrichment of knowing, understanding, and using new, more definite words." (Croll, 1971). Therefore, teachers need interesting learning strategies to use in the classroom, such as using technology.

Technology has become an integral part of our lives, one of which is education. Technology used in the classroom is one of the supporting factors in vocabulary learning. Integrating technology into learning introduces more diversity, as it goes beyond traditional text-based books or dictionaries and incorporates technological tools that can enhance students' vocabulary acquisition (Hermagustiana and Rusmawaty, 2018). Johnston and Barker (2002) state that the use of technology in learning makes students more actively involved in classroom activities and more enthusiastic to participate in learning. One platform associated with vocabulary in the digital era is Wordwall.net.

Word wall is designed as an interactive and engaging learning media as well as an educational technology tool. Wordwall.net has many interesting features, such as quizzes, matching exercises, word searches, and crosswords, which can be customized according to student needs (Escobar et al, 2023). In addition, Cil (2021) states that Wordwall.net is an educational site designed to practice vocabulary skills and is equipped with various learning games, such as information matching, picture matching, quizzes, wheel of fortune, puzzles, and many more. On this site, teachers can create their own games or use templates that are already available. By applying Wordwall.net in vocabulary learning, educators can create a fun, interesting, effective, and innovative learning atmosphere. This website can attract learners to participate actively in the classroom. With its various features, educators will not be confused when determining what strategies to use in the classroom and can adjust to the needs of learners.

Despite the importance of vocabulary in language learning, many seventh-grade students still face challenges in mastering it effectively. An interview with one of the English teachers revealed that students have limited vocabulary knowledge and often perceive learning new English words as difficult. Many students expressed that they struggle to understand and retain new vocabulary, which affects their overall engagement in learning English.

The teacher also stated that the school still applies traditional teaching methods, which are teacher-centered. As a result, students tend to become passive, less engaged, and quickly lose interest in learning English. These conditions highlight the need for more interactive, student-centered learning approaches that can make vocabulary learning more enjoyable and effective.

Therefore, the researcher chose vocabulary as the focus of this study because it is a fundamental component of language proficiency. Without sufficient vocabulary, students will struggle to develop other language skills such as reading, writing, listening, and speaking. Furthermore, Wordwall.net was selected as the medium because it offers game-based learning activities that are engaging, accessible, and aligned with the needs of today's learners. This topic was chosen not only for its practical relevance in the classroom but also for its potential to provide meaningful contributions to teachers, especially in integrating technology into vocabulary instruction.

Several studies have explored the effectiveness of word walls in improving vocabulary skills. Research conducted by Amaliyah and Rahayu (2023) found that incorporating word walls into the learning process can significantly enhance students' vocabulary mastery while also making activities more engaging and accessible. The study focused on a single class of 28 eleventh-grade students at SMAN 1 KRIAN. The results showed that before the intervention, only 21% of students met the KKM. However, after implementing word walls, the percentage rose to 71% in the first post-test and further increased to 86% in the second post-test.

A study conducted by Shabrina and Taufiq (2023) found that students improved their vocabulary knowledge when using wordwall.net, showing a significant difference between the two groups before and after the treatment. This website influences students' views on using online platforms to teach vocabulary and impacts how they apply the vocabulary they learn. This online resource can also be used in various other areas of education. Wordwall.net increases students' engagement in the learning process, allowing them to actively participate and understand the material presented.

Furthermore, a study by Dwiningrum et al. (2024) discovered that incorporating Wordwall into the learning process can significantly enhance students' vocabulary and is recommended for classroom use. Through Wordwall, students were able to engage more actively in lessons and expand their vocabulary effectively. The positive responses from students regarding this approach—particularly their preference for using computers over traditional textbooks—suggest that Wordwall not only supports vocabulary development but also boosts their motivation to learn English. Additionally, Wordwall functions as a valuable educational tool that enhances the effectiveness of vocabulary instruction, aligning well with the technological advancements of the digital age.

Numerous studies have shown how effectively digital sources, such as Wordwall.net, can enhance students' vocabulary achievement. However, much of this research focuses on older students, particularly those in higher grades or different educational contexts. There is still a lack of studies on younger learners, particularly seventh-grade students. Specifically, no research has examined how seventh-grade students at SMP Al Azhar 3 Bandar Lampung could use Wordwall.net to improve their vocabulary. These circumstances suggest that more interactive and student-centered learning approaches are needed to address the vocabulary gap and increase students' enthusiasm and engagement in learning English. Given these challenges, this study seeks to fill the gap by finding out whether the implementation of Wordwall.net, a digital and interactive learning medium, can significantly improve the vocabulary achievement of

seventh-grade students. In addition, this study is expected to contribute to the existing knowledge of word wall as a valuable resource for improving vocabulary at all levels.

**1.2 Research Question**

Building upon the previously outlined background, the researcher determined the core issue and formulated the following research question.

Is there any improvement in students' vocabulary achievement after the descriptive text material is inserted into the Word Wall Website in seventh grade at SMP Al Azhar 3 Bandar Lampung?

**1.3 Research Objective**

Based on the research question above, the objective of the study is to find out if there is any improvement in students' vocabulary achievement after the descriptive text material is inserted into the Word Wall Website in seventh grade at SMP Al Azhar 3 Bandar Lampung.

**1.4 The Uses of the Research**

It is expected that this research will be beneficial both in theory and in practice.

**Theoretically:**

a. The results of this study are expected to support the effective integration of word walls in improving students' vocabulary proficiency at different levels of education.
b. This study's findings are expected to broaden existing knowledge on word walls as a valuable tool for improving vocabulary skills.

**Practically:**

a. The results of this study can be a valuable reference for English teachers and students in improving vocabulary teaching and learning.

b.  The results of this research are expected to provide valuable perspectives on effective methods for improving students' vocabulary skills by utilizing word walls.

## 1.5 Scope of the Research

This study investigates the use of the Word Wall Website as a tool for improving students' vocabulary achievement. The research primarily targets content words—such as nouns, verbs, adjectives, and adverbs—within descriptive texts about individuals. To evaluate the impact of this method, pre-tests and post-tests will be administered to measure any significant progress in vocabulary acquisition following the implementation of the Word Wall Website.

## 1.6 Definition of Terms

To ensure clarity for readers and prevent misinterpretation, the following terms are defined:

### a.  Vocabulary

Vocabulary refers to the collection of words that a speaker of a language can utilize. A comprehensive vocabulary is not only for conveying thoughts and ideas but also for understanding and interpreting the messages they receive from others.

### b.  Word Wall Website

Word Wall Website uses the concept of word walls by utilizing technology to make an engaging and interactive vocabulary learning environment. The platform offers a variety of templates that are suitable for different learning activities and styles, allowing teachers and students to actively participate in the language acquisition process.

All of the above is what this chapter covers, such as the background of the research, research question, research objective, the uses of the research, the scope of the research, and the definition of terms.

## II. LITERATURE REVIEW

This chapter includes the theories used in the research, such as previous research overview, theories of vocabulary, concept of vocabulary achievement, concept of writing, types of vocabulary, aspects of vocabulary, media in teaching vocabulary, teaching of vocabulary, Word Wall Website, Word Wall Website in teaching vocabulary, procedure for using Word Wall Website in teaching vocabulary, advantages and disadvantages of Word Wall Website in teaching vocabulary, theoretical assumption, and hypothesis.

### 2.1 Previous Research Overview

Several previous studies have demonstrated that utilizing the Word Wall website enhances vocabulary acquisition. Research by Amaliyah and Rahayu (2023) found that learning with the Word Wall Website not only improves students' vocabulary achievement but also makes exercises more enjoyable and comfortable. This study was conducted with a class of 28 eleventh-grade students at SMAN 1 KRIAN. Following the implementation of Wordwall media in the first cycle, students' vocabulary scores showed improvement. The researcher established a success criterion of a minimum score of 75, with at least 80% of students expected to enhance their vocabulary proficiency. Based on the results of post-test I, after utilizing the Word Wall Website for learning, student scores increased to 71%, with 20 students meeting the KKM, while 8 students did not. A further evaluation in post-test II revealed even greater progress. In the second cycle, students' scores rose to 86%, indicating that 24 students met the KKM. In comparison, during the pre-cycle stage, only 21% of students achieved the KKM. Post-test I results showed an increase to 71%, while post-test II demonstrated further improvement, with 86% of students reaching the KKM.

Igir et al. (2024) stated that eighth-grade students at SMP Negeri 1 Tombariri were selected as participants in this study. A total of 56 students were chosen as the sample and divided into two groups: Class 8C, consisting of 28 students in the control group, and Class 8D, with 28 students in the experimental group. While the control group received no special intervention, the experimental group underwent treatment. In this study, text-based explanations and the Wordwall.net platform were utilized as treatment for the experimental class, whereas the control class was taught without additional support. Data collection involved pre-tests and post-tests, which followed the same framework but featured different sets of questions. The findings indicated that the use of Wordwall.net had a significant impact on vocabulary improvement. Moreover, students' engagement in completing the exercises contributed directly to their vocabulary development. Since they encountered new words while playing the game, they did not need to consult a dictionary beforehand. Initially, the students faced challenges due to their language limitations, but they persevered and remained motivated to succeed. One element that may have contributed to the increase in vocabulary richness through the use of wordwall.net is student motivation.

Amelia (2023) conducted a study that led to the following conclusions: (1) Implementing Word Wall positively impacts students' English vocabulary development while increasing their engagement. (2) Observations, along with data from pre-tests, post-tests, and interviews, indicated that many students experienced noticeable vocabulary growth. This approach enhances their text comprehension and helps them maintain their concentration during lessons. Students expressed great enthusiasm for using Word Wall as a learning tool, as they found it enjoyable, visually appealing, and interactive.

Dwiningrum et al. (2024) discovered that students' vocabulary showed significant improvement through the use of Word Wall, as evidenced by higher average scores. This study utilized a pre-experimental design with a one-group pre-test and post-test model. The research took place at SMP Muhammadiyah 1 Pontianak, involving a total population of 120 eighth-grade students across three different classes. Specifically, 40

students from class 8C participated. The pre-test results indicated that students already had a moderate grasp of vocabulary. Following this, three instructional sessions incorporating Word Wall were carried out to enhance their understanding of adjectives. To evaluate the impact of Word Wall on students' vocabulary growth, the researcher examined the variations between pre-test and post-test scores. The initial average score before the intervention was 70.38. After the sessions, students' average scores rose to 82.69, demonstrating a notable improvement. The significant gap between the pre-test and post-test scores highlights the effectiveness of Word Wall in enriching students' vocabulary. The higher post-test mean score confirms that this approach successfully contributed to vocabulary enhancement.

Putra et al. (2024) discovered that incorporating Word Wall media into vocabulary instruction effectively enhances students' vocabulary acquisition. Their study also determined the most effective approach for teaching English vocabulary with this tool. The research was carried out among Physical Education students at Dehasen University, Bengkulu, who were categorized into three distinct groups—A1, A2, and A3—comprising the study's population. While the A3 class consisting of 30 people became the sample in this study. Teachers use wordwall.net media in five steps: using advanced word wall activities, planning word wall activities, creating word wall activities, implementing word wall activities, and assessing students' word wall activity scores. Physical education students' vocabulary skills can be greatly improved by using Wordwall.net as a learning resource. It is a useful tool for educators because of its dynamic structure, customizable exercises, and immediate feedback system. By integrating technology into the classroom, teachers can cultivate a dynamic learning environment that enhances vocabulary while also inspiring a love for learning among students. Moreover, Wordwall.net is regarded as an effective tool for boosting motivation and enthusiasm among physical education students in learning English, as it encourages competition with peers rather than the traditional passive approach of sitting and listening.

Shabrina and Taufiq (2023) conducted a study involving 70 eighth-grade students selected from a total of 288 students during the 2022-2023 academic year. The participants were separated into two groups, with 35 students placed in the experimental group and another 35 in the control group. A random sampling technique was used to ensure equal selection chances for all students. The results of this study suggest that the web-based tool Wordwall.net is an effective method for improving English vocabulary among eighth-grade students at SMP Negeri 1 Wonoayu. This conclusion is supported by a comparison of pre-test and post-test scores, showing that Wordwall.net positively impacts vocabulary learning. The average score of the experimental group significantly increased from 65.00 to 89.13 after using Wordwall.net, while the control group, which did not utilize the platform, also improved from 57.73 to 77.90. Further statistical analysis using an independent sample t-test confirmed these findings, with a significance value of 0.001 for both groups, reinforcing the effectiveness of Wordwall.net in vocabulary instruction.

Sulistianingsih and Jamaludin's research (2019) is mixed-method research. Grade XI students at SMAN 1 Bojong in the 2021 until 2022 school year became the research population. Each of the five study programs had thirty-six students. Grade XI MIPA students were selected as the research sample. The researcher divided them into two groups: the experimental group and the control group. A total of 72 students participated as the study sample. To collect data, the researchers utilized tests, gathering information from the students' initial and final test results. Questionnaires and multiple-choice exams were the tools used in this study. According to students' perceptions, many students need help learning formal norms and constructing sentences, and they feel that the terminology used is difficult to understand. By using technology-integrated materials, these barriers can be overcome with the advancement of educational technology. One resource for learning new words is Wordwall.Net. Students value collaboration and competition and say that Wordwall.Net is an engaging, inspiring, and fun internet tool for learning vocabulary. When using

Wordwall.Net for language courses, the students showed a positive attitude and a desire to use it in the learning process.

Ilahiyati et al. (2023) stated that ten first-semester students from UIN Malang's English Literature study program took part in this descriptive qualitative research. To obtain more detailed information, the researchers conducted semi-structured in-depth interviews and observations. The observation method aimed to assess how effectively participants used the Wordwall.net game to enhance their vocabulary. Classroom observation, which involved the researcher acting as a teacher, was one of the tools used in this study. During the observation, the teacher incorporated five different game types: Random Card Games, Crossword Games, True or False Tasks, Translation Tasks, Construct Word Tasks, and Anagram Tasks. To measure progress throughout the learning process, the researcher evaluated and compared students' scores before and after the lessons. Following the learning activities, semi-structured in-depth interviews were conducted to gain deeper insights into participants' perceptions of using the Wordwall game as a vocabulary learning tool. According to the research findings, playing games using the Word Wall app can help students become more proficient in English vocabulary. Students' enthusiasm in acquiring vocabulary was seen from the results of using Word Wall media. This is because students have never used game-centered digital media for language learning. The abundance of learning approaches is fun for them. The students showed their interest in this media during the learning process. Some people claim that because it is age-appropriate, it is unique. This generation finds it impossible to learn without devices. Students' full participation in class shows their interest. They actively work on instructions, homework, tests, or games while participating in learning activities. According to their answers, the media used is appropriate to the learning objectives.

Umar (2023) conducted research on the effectiveness of utilizing the Word Wall website as a strategy for teaching English vocabulary to second-grade students at SMPN 2 Majene. The study's findings indicated a significant improvement in students' vocabulary mastery. This conclusion was based on the substantial difference between

the pre-test and post-test average scores in the experimental group, where the post-test average (85.56) was notably higher than the pre-test average (55.41). Further statistical validation was carried out using the Mann-Whitney test, which confirmed a significant difference between the two mean scores. The Asymp. Sig (2-tailed) value was 0.000, which is below the 0.05 threshold, resulting in the rejection of H0 and the acceptance of H1. These findings suggest that incorporating the Word Wall website into vocabulary instruction is highly effective in improving students' vocabulary acquisition. Therefore, this digital tool serves as a valuable resource for teaching vocabulary, especially for beginner-level learners.

The aforementioned studies serve as references for the researcher in this study and provide a basis for comparison between previous relevant research and the current investigation. However, the previous studies focus on older students, particularly those in higher grades or different educational contexts. There is still a lack of studies on younger learners, particularly seventh-grade students. Specifically, no research has examined how seventh-grade students at SMP Al Azhar 3 Bandar Lampung could use Wordwall.net to improve their vocabulary. One of the English teachers who teaches seventh-grade students at SMP Al Azhar 3 Bandar Lampung was interviewed, and the results showed that students' vocabulary knowledge is noticeably lacking. Many students frequently express that they find it difficult to acquire English vocabulary and view learning new words as challenging. Furthermore, the school still employs traditional, teacher-centered teaching strategies, resulting in a monotonous and unengaging classroom environment. These circumstances suggest that more interactive and student-centered teaching methods are needed to address the vocabulary gap and increase students' enthusiasm and engagement in learning English. Therefore, the researcher wants to identify if there is a significant improvement in students' vocabulary achievement after being taught through the Word Wall Website in seventh grade at SMP Al Azhar 3 Bandar Lampung.

## 2.2 Vocabulary

Vocabulary is essential in language learning, as it forms the foundation of communication. Linse (2005) defines vocabulary as the collection of words an individual understands. This suggests that vocabulary consists of the words a person can actively use in communication. Proficiency in vocabulary directly influences language skills, impacting students' ability to speak, listen, and write effectively (Richards and Renandya, 2002). Having a good vocabulary will lead to good language skills thus we are able to communicate well with others. In addition, we can express ourselves through words and writing.

Laufer (2013) emphasizes that effective communication, both spoken and written, is impossible without a strong vocabulary to accurately express ideas. Moreover, the quality of writing is directly influenced by the extent of one's vocabulary. Sokolik, as cited in Linse (2005), describes writing as both a process and a product—where ideas are gathered, refined, and structured into a coherent form that readers can understand. Vocabulary and writing share a mutually reinforcing relationship; a well-developed vocabulary enhances writing quality, while frequent writing practice helps expand one's vocabulary (Laufer, 2013). A writer's ability to produce clear and meaningful text relies on their vocabulary knowledge, making vocabulary a crucial element in improving students' writing skills (Dhuli et al., 2023).

Neuman and Dwyer (2009, p. 385) define vocabulary as the collection of words whose meanings must be understood to communicate effectively. Furthermore, vocabulary is categorized into two types: expressive vocabulary, which is actively used in speech, and receptive vocabulary, which is recognized and understood when listening. This distinction suggests that vocabulary encompasses both productive vocabulary the words individuals use to articulate their thoughts and receptive vocabulary, which includes words comprehended when receiving information. A comprehensive vocabulary is not only for conveying thoughts and ideas but also for understanding and interpreting the messages they receive from others.

Additionally, Alizadeh (2016) defines vocabulary as a collection of words along with their meanings, usage in different registers, associations, collocations, grammatical functions, written forms (spelling), spoken forms (pronunciation), and frequency of use. This definition implies that vocabulary extends beyond individual words, encompassing their contextual application and interrelations within language. This includes its meaning, how it is used in different situations, its relationship with other words, its grammatical pattern, and even how it is written and pronounced. Therefore, understanding vocabulary requires all these aspects, not just memorizing specific words.

Thus, it can be concluded that vocabulary serves as the foundation of language learning. It consists of words that individuals recognize and utilize in communication. Among the four language skills—speaking, listening, reading, and writing—vocabulary is essential in facilitating clear and effective interaction between speakers and listeners. A comprehensive vocabulary is not only for conveying thoughts and ideas but also for understanding and interpreting the messages they receive from others.

## 2.3 Concept of Vocabulary Achievement

Vocabulary, along with grammar and other linguistic elements, is essential in language learning, especially in English. To achieve proficiency in the four core skills—reading, writing, speaking, and listening—students need to develop a robust vocabulary. Those with a broad vocabulary will have greater ease in effectively communicating across these language domains. An increased vocabulary will help students learn the language more efficiently. Therefore, in order to assess students' success and encourage their further development, vocabulary is often checked regularly in English language learning (Sulistianingsih et al, 2019).

Students expand their English skills by learning new words through activities like speaking, listening, writing, and reading. They not only learn the meanings of these new words in their native language but also how to use them in various contexts, applying them in their daily lives (Sulistianingsih et al, 2019). According to research

by Richards and Renandya (2002), a solid vocabulary foundation significantly enhances learners' abilities to speak, listen, read, and write. Thus, vocabulary achievement boosts students' overall language skills, particularly in English.

Montgomery (2007) identifies four types of vocabulary: listening, speaking, reading, and writing. Students typically develop listening and speaking vocabularies before they start building reading and writing vocabularies. Improving one type of vocabulary can naturally enhance another. For instance, developing a speaking vocabulary can also improve writing vocabulary. In summary, advancing in one type of vocabulary positively impacts other types.

In conclusion, a strong vocabulary is essential for mastering English, as it significantly supports the development of the four primary language skills: reading, writing, listening, and speaking. When students acquire new words and understand their use in different contexts, they improve their language abilities holistically. The research underscores that a strong vocabulary foundation can improve proficiency across these skills, making vocabulary growth a key focus in English language learning. Monitoring this progress helps teachers assess and support students effectively, ensuring they develop the skills necessary to use English confidently and competently.

**2.4 Types of Vocabulary**

Hiebert and Kamil (2005) classify words into two categories: oral and print. Oral vocabulary consists of words whose meanings we understand when speaking or reading aloud, while print vocabulary includes words we recognize and comprehend when reading silently or writing. Both types are vital in language acquisition. Initially, oral vocabulary is more prominent, but as learners advance, print vocabulary becomes increasingly important in developing language proficiency.

Additionally, word knowledge is divided into two categories: receptive and productive vocabulary. Receptive vocabulary consists of words that individuals can recognize and understand when listening or reading. In contrast, productive vocabulary includes words that individuals actively use in speaking or writing. Productive vocabulary

comprises familiar and frequently used words, while receptive vocabulary helps in interpreting meaning when encountering spoken or written language.

On the other hand, Cameron (2001) categorizes words into two groups based on their function in sentence construction:

### a. Content Words

Content words are terms that possess lexical meaning or retain their dictionary-defined definitions. These words encompass verbs, adverbs, and adjectives.

### 1. Noun

Harmer (1998) defines a noun as a term or phrase used to identify a person, location, object, action, characteristic, or concept. Nouns function as either the subject or the object in a sentence. They are categorized into several types, including countable and uncountable nouns, collective nouns, and compound nouns.

- **Countable and Uncountable**

As the terms suggest, countable means you can 'count' it, but you cannot count when it comes to uncountable. For example, the word 'apple' is countable. We can say 'three apples', 'twenty apples'. But words like 'furniture' and 'comfort' are usually uncountable.

Another example:

The *weather* is terrible today. (Uncountable)

She has got a lot of *friends* to help her through this. (Countable)

- **Collective Nouns**

Collective nouns are nouns that describe groups or organizations. For example, family, team, and government. These nouns can be singular or plural depending on the unit or its members.

- **Compound Nouns**

Compound nouns are constructed from more than one word. For example, town hall, boyfriend, and cherry tree.

2. **Verbs**

According to Harmer (1998), a verb is a word or a group of words that is used to describe an action, experience, or state. There are three important types of verbs:

- **Auxiliary Verbs**

Auxiliary verbs are 'be', 'do', and 'have', and the modal auxiliary verbs 'shall', 'should' 'will', 'would', 'can', 'could', 'may', 'might', 'must', or 'ought'. These verbs are used in affirmative sentences, negative sentences, and question sentences.

- **Main Verbs**

Main verbs are verbs that carry the main meaning of the verb.

For example:

Fayza *arrived* at nine o'clock.

Ayu *said* that she had just *seen* a ghost.

They didn't *believe* her. They always *telling* stories.

- **Phrasal Verbs**

Phrasal verbs are formed by adding an adverb or preposition to a verb to create new meanings. For example, 'set out' has a different meaning from 'set', or 'put up with' is different from 'put'. Set out could mean leave on a journey or explain, and put up with means tolerate or stand.

### 3. Adverbs

Harmer (1998) states that an adverb can be a single word or a phrase that modifies a verb, adjective, another adverb, or even an entire sentence. Adverbs and adverbial phrases can express time (e.g., early, late, yesterday morning), manner (e.g., He played skillfully, She ran swiftly), or place (e.g., They work upstairs, I live in Cambridge). While adverbs are commonly positioned at the end of a sentence, they can also appear at the beginning or in the middle. Adverbs of frequency (always, usually, often, sometimes, etc.) can occupy various positions within a sentence. However, adverbs should not be placed between a verb and its object

### 4. Adjectives

Harmer (1998) defines an adjective as a word that provides additional information about a noun or pronoun. Adjectives can appear either before or after a noun. They can also be transformed into comparative forms (good → better, nice → nicer, young → younger) and superlative forms (best, nicest, youngest). Adjectives are categorized based on their structure: one-syllable adjectives typically form comparatives and superlatives by adding -er or -est, while some adjectives, such as good and bad, follow irregular patterns. For adjectives with three or more syllables, the words more and most are used instead of adding suffixes.

## b. Function Words

Function words are terms that serve a grammatical purpose in a sentence. These include modal and auxiliary verbs, articles, and prepositions, which help structure sentences rather than convey lexical meaning.

### 1. Auxiliary Verbs

Auxiliary verbs are 'be', 'do', and 'have', and the modal auxiliary verbs 'shall', 'should' 'will', 'would', 'can', 'could', 'may', 'might', 'must', or

'ought'. These verbs are used in affirmative sentences, negative sentences, and question sentences.

## 2. Articles

According to Harmer (1998), there are three types of articles:

- **Determiners**

Determiners include articles (the, a, an), and (this, that, these, those, some, and all of). Determiners usually come before a noun or at the beginning of a noun phrase, for example, *an* apple, *the* red bus, or *some* of my best friends.

- **Definite Article**

The definite article is used when the speaker or writer refers to a specific person or object that the listener or reader can identify. For instance, in the phrase "the book I read," both parties understand which book is being mentioned, and in "the oldest man in the world," there can only be one individual holding that title. However, the definite article is not used when referring to people or things in a general sense, especially with plural or uncountable nouns.

- **Indefinite Article**

The indefinite article (a/an) is used when referring to a specific person or object that is not known to the listener. It can also indicate a member of a group or represent the entire group in a general sense.

## 3. Prepositions

According to Harmer (1998), there are three types of prepositions:

- **Position of Prepositions**

    Prepositions such as at, in, on, for, and with typically appear before a noun but can also be placed at the end of a clause. For example, "The book is on the shelf."

- **Particular Prepositions**

    Certain words and phrases are always paired with specific prepositions. For instance, "anxious about," "dream about/of," "good at," and similar expressions.

- **Prepositions and Adverbs**

    In this case, certain words can function as both prepositions and adverbs. For instance, in the sentence "She descended the ladder," the word "down" acts as a preposition since it is followed by an object ("the ladder"). However, in "She took a seat down," it serves as an adverb because there is no object following it.

To summarize, words can be categorized in two main ways: based on their form, whether spoken or written, as well as whether they are receptive or productive, and based on their function within a sentence. Words that convey meaning, such as nouns, verbs, adjectives, and adverbs, are known as content words. On the other hand, function words, including auxiliary verbs, articles, and prepositions, serve a grammatical or structural role in sentences.

## 2.5 Aspects of Vocabulary

In the context of word concepts, three important aspects to consider are form, meaning, and use (Nation in Clouston, 2021).

a. **Form**

The structure of words includes their pronunciation (how they are spoken), spelling (how they are written), and the elements that compose them, such as prefixes, root

words, and suffixes. For instance, in the term uncommunicative, the prefix un- conveys a sense of negation or contrast, communicate functions as the root, and the suffix -ive denotes a particular trait or capability. Therefore, uncommunicative refers to someone or something that cannot communicate.

In this study, this aspect was not explicitly addressed in the learning activities. This limitation is acknowledged as an area for improvement in future research.

**b. Meaning**

A word's meaning is influenced by its function within a sentence and the thoughts or associations it triggers in a person's mind when encountered.

The Group Sort template on Wordwall.net was used to help students understand vocabulary based on meaning. In this activity, students categorized words into four types of content words: nouns, verbs, adjectives, and adverbs. By organizing vocabulary items this way, students learned to associate word types with their meanings, making this template suitable for strengthening the meaning aspect of vocabulary knowledge.

**c. Use**

The term "use" describes how a word or phrase functions in grammar, its common collocations, and any restrictions regarding its frequency or proficiency level.

Several Wordwall.net templates in this study supported the use aspect. The Unjumble template required students to arrange jumbled words into correct sentence order, encouraging them to understand and apply vocabulary in grammatically correct structures. The Quiz (Multiple Choice) template showed images and asked students to choose the most appropriate descriptive sentence, reinforcing vocabulary usage in meaningful contexts. In addition, the Match Up template was used to help students identify parts of a descriptive text (Identification, Description, Title), which indirectly required understanding of vocabulary function and usage within a text structure.

In conclusion, understanding word concepts needs to consider three main aspects: form, meaning, and use. In this study, the meaning and use aspects were intentionally integrated through learning activities using Wordwall.net, which helped students grasp vocabulary through categorization, sentence construction, and contextual understanding. However, the form aspect, covering pronunciation, spelling, and word structure was not explicitly addressed and is acknowledged as a limitation. These three aspects work together to build a more complete understanding of vocabulary, and future research is encouraged to explore them more comprehensively.

## 2.6 Teaching of Vocabulary

A crucial part of language acquisition is the development of vocabulary. Research indicates that effective vocabulary instruction significantly benefits students, particularly those in school (Linse, 2005). McKeown and Beck (as cited in Linse, 2005) suggest that both structured and informal vocabulary teaching engage students' cognitive skills, allowing them to actively practice new words. Exposure to varied learning experiences enhances language proficiency and expands vocabulary. The primary objective of vocabulary instruction is to help students comprehend the words they encounter, understand their usage in reading and writing, and develop enthusiasm for learning through engaging and enjoyable methods (Brand in Linse, 2005).

Teachers should focus on teaching practical vocabulary by employing strategies that enable students to explore and grasp word meanings effectively. Interactive methods, such as contextual learning, word associations, and engaging activities, can enhance comprehension and retention, making the learning process more meaningful and enjoyable for students (Nation in Linse, 2005). The strategies used should be useful both in and outside the classroom where they are discovering new words that they do not recognize on their own. In addition, these strategies should help students discover new vocabulary that they see and hear (Linse, 2005).

According to Linse (2005), principles that focus on vocabulary development can help in vocabulary learning. The principles described below can be applied to young

learners at various stages of English language development. They can be used to help students develop oral and written language skills.

### a. Emphasize both Direct and Indirect Teaching

Explicit instruction focuses on directly introducing words and their definitions, such as pre-teaching vocabulary that appears in a reading text. In contrast, implicit instruction emphasizes guiding students in developing strategies to determine word meanings on their own. For instance, teaching the prefixes uni-, bi-, and tri- and then having students identify images of a unicycle, a bicycle, and a tricycle to infer their meanings (Linse, 2005).

### b. Teach Vocabulary Words before a New Activity

This principle benefits students in two key ways. Firstly, it enhances their ability to comprehend the learning activity. Second, it makes students better able to master the target vocabulary. This applies to stories (oral and written), songs, and various language-rich activities (National Institute of Child Health and Human Development in Linse, 2005).

### c. Teach How to Use Context Clues Appropriately

When students come across unfamiliar words, they often rely on context clues to determine their meanings. However, they should also learn that context clues do not always provide clear or reliable hints for understanding new vocabulary. There are times, especially when reading, when they do not know the meaning of words from context clues (McKeown in Linse, 2005).

### d. Present Multiple Exposures to New Vocabulary Items

Students benefit greatly from encountering vocabulary multiple times in meaningful contexts. In other words, teachers should not expect students to instantly retain new words after just one lesson. As teachers, we must remember that vocabulary should appear many times in the lesson and in different situations. That way, learners will benefit when new vocabulary is multi-sensory. For

example, if you are teaching about rooms in the house, on Monday you can bring in a piece of stuffed furniture for each room and ask students to guess which room the furniture is in (Linse, 2005).

**e. Give Opportunities for Deep Processing of Vocabulary Items**

Engaging with information on a deeper cognitive or personal level enhances understanding and retention. This approach involves linking new vocabulary to existing knowledge rather than just memorizing word lists and definitions. Meaningful connections help students internalize words more effectively, making deep processing essential for mastering and expanding their vocabulary. For example, if you taught the above lesson about the rooms in the house, you can end the unit by asking students to speak or write sentences about the rooms in their house (Linse, 2005).

**f. Teach Students to Use Dictionaries**

The use of dictionaries as a tool for EFL and ESL English language teaching has made a comeback (Thornbury in Linse, 2005). Students who are literate in English can navigate dictionaries that organize words alphabetically. Educators should guide learners in effectively using different types of dictionaries to enhance their vocabulary skills. For example, most students need to be told that the first meaning given in the dictionary is the most widely used meaning. Also, students who use electronic dictionaries need to be informed about the limitations of such dictionaries.

**g. Have Students Keep Vocabulary Notebooks**

Vocabulary notebooks provide opportunities for students to develop a wide variety of vocabulary acquisition strategies and can also help students to have more control over their learning (Fowless in Linse, 2005).

In addition, Nation (2008) suggests using four equal elements in language teaching. For vocabulary, these include:

a. Exposure to comprehensible input through listening and reading activities, especially using leveled readers,

b. Meaning-focused *output* for speaking and writing,

c. Intentional instruction that incorporates immersive vocabulary teaching, fosters students' awareness of words, and demonstrates effective vocabulary acquisition strategies, as well as,

d. Enhancing vocabulary fluency across different language skills by encouraging frequent practice and linking new words to previously learned vocabulary.

Nation (2008) states that students' main tasks are to use vocabulary (i.e. practice), focus on planned vocabulary learning, and take full responsibility for their vocabulary learning. In contrast, the teacher's main tasks are to plan lessons that include all four elements, train students to use vocabulary learning strategies, evaluate their vocabulary knowledge and use (and interpret the results), and appropriately teach vocabulary.

According to Tomlinson (1998), certain principles contribute to the effectiveness of learning materials. He emphasizes that materials should feature unique and captivating content, an engaging presentation, and a diverse range of elements. Teachers can introduce vocabulary in multiple formats, such as visuals, audio, and various text types, including narratives, dialogues, online articles, surveys, and news stories. To maximize student engagement, the chosen topics should align with their interests, and practice exercises should be varied, ensuring an interactive and multi-level learning experience.

In conclusion, effective vocabulary teaching is essential for students' language development. This includes a combination of direct and indirect teaching methods, teaching vocabulary before new activities, teaching the use of context clues, providing multiple exposures to new words, encouraging deep processing of vocabulary items, teaching the use of dictionaries, and maintaining vocabulary notebooks. Nation (2008) further emphasizes the importance of balanced language teaching elements and the different roles of students and teachers in the learning process. Tomlinson (1998) adds that successful materials should be interesting, varied, and relevant to students' interests to facilitate vocabulary acquisition.

**2.7 Word Wall Website**

Vallejo (2006) describes a word wall as a visual tool for displaying vocabulary, where words are written on large cards and placed on a designated classroom surface, such as a bulletin board, an empty wall, or even a door. Similarly, Jackson et al. (2017) define a traditional word wall as a systematically arranged collection of vocabulary words showcased within the classroom to support learning.

Unlike a traditional word wall, Wordwall.net is a digitized tool that can assist teachers in creating interactive, printable activity packages in a very short time. Wordwall.net is distinct from the word wall media strategy because wordwall.net is a web tool that uses technology (Faradila et al, 2023). The Word Wall website is considered highly engaging and enjoyable for students. One notable feature is that it allows users not only to create and access their materials online but also to download and print them for offline use (Umar, 2023). Wordwall.net leverages digital technology to enhance vocabulary instruction, offering a dynamic and interactive learning experience (Wandari et al., 2024). This platform serves as an effective tool to make learning more enjoyable, focusing not only on vocabulary comprehension but also on helping students practice word definitions. By using the Word Wall website, students can reinforce their vocabulary effortlessly, without feeling overwhelmed by the learning process (Umar, 2023).

Shabrina and Taufiq (2023) explain that the teacher's primary task on this platform is to input content, while the system manages the rest. The program provides various topics and interactive game formats tailored to different lesson types, making activities more diverse and reducing preparation time for teachers. Additionally, teachers can modify ongoing activities to align with their class dynamics and instructional approach. Since scores are revealed at the end of each game, students find the experience more engaging. The leaderboard displays participants' scores, encouraging students to compete by answering more questions correctly. As a result, this platform not only enhances focus but also promotes independent learning.

In conclusion, Wordwall.net modernizes the traditional word wall concept by integrating technology to create an interactive and engaging vocabulary learning experience. With a wide range of templates designed for diverse learning activities and styles, the platform enables both teachers and students to take an active role in language learning. Its gamified approach and customizable features make it a valuable tool for contemporary vocabulary instruction.

**2.8 Word Wall Website in Teaching Vocabulary**

The Wordwall platform, an online-based learning tool, is interactive, engaging, and educational. It functions as a versatile resource for teaching, learning, and assessment. With its intuitive design and innovative instructional features, it enables educators to easily develop teaching materials, even for those new to the platform. Wordwall transforms learning into an enjoyable experience by allowing teachers to create game-based activities that resemble fun quizzes, boosting student participation. Incorporating Wordwall.net into vocabulary lessons helps create dynamic and immersive learning experiences that keep students actively engaged. Unlike other educational platforms, Wordwall offers unique features, including two template options: free and pro. The free version includes:

1) Pairing (drag and drop each term to its corresponding definition).
2) Multiple-Choice Challenge (answer a series of multiple-choice questions by selecting the correct option to move forward).
3) Reveal the Box (tap each box one by one to uncover and display the hidden item).
4) Sentence Scramble (rearrange the words by dragging and dropping them to form a correctly ordered sentence).
5) Interactive Cards (practice by viewing prompts on one side and revealing the answers on the other).
6) Wheel Spinner (spin to randomly select the next item).
7) Matching Game (select pairs of corresponding answers to remove them until all matches are found).

8) Category Sort (drag and place each item into its appropriate group).

9) Fill in the Blanks (a cloze exercise where you drag and drop words into the correct empty spaces within a passage).

10) Word Unscramble (rearrange the letters by dragging them into the correct order to form a word or phrase).

11) Hidden Words (search for and highlight words concealed within a letter grid as quickly as possible).

12) Trivia Challenge (a timed multiple-choice quiz featuring lifelines and a bonus round).

13) Pair Matching (select two tiles at a time to see if they form a matching pair).

14) Diagram Labeling (place the pins in the correct locations on the image by dragging and dropping them).

15) Conversation Cards (draw random cards from a shuffled deck for discussion or prompts).

16) Hangman (try to complete the word by picking the correct letters).

17) Win or lose quiz (a quiz where you choose how many points each question is worth).

18) Tile Flip (tap to zoom in and swipe to reveal the other side of each two-sided tile).

For the pro templates, we have to pay if we want to use them, there are:

1) Pathway Race (navigate to the correct answer zone while dodging obstacles and opponents).

2) Word Puzzle (solve the crossword by using the given clues, tapping on a word, and entering the correct answer).

3) Fact or Fiction (quickly decide whether each statement is true or false before time runs out).

4) Sky Quest (navigate using touch or keyboard to fly toward the correct answers while avoiding incorrect ones).

5) Bubble Burst (pop the balloons to land each keyword on its correct definition).

6) Picture Reveal Quiz (the image gradually appears—buzz in as soon as you can answer the question).

7) Rank order (drag and drop the items into their correct order).

8) Quick Tap Challenge (targets appear one by one—hit only the correct ones to score points).

9) Watch and memorize (watch carefully and remember the items, at the end, tap the ones you saw).

10) Word magnets (drag and drop the words or letters to arrange into sentences).

11) Flying fruit (answers move across the screen and tap the correct answer when you see it).

12) Maths generator (select a topic and the generator will create a batch of maths questions).

13) Word Builder (arrange or type the letters in the correct order to spell the correct word).

Teachers can use each of the templates according to the purpose of the student learning activity, and can also be used individually by students or in a teacher-assisted class. In addition, Wordwall.net is easy to use, allowing teachers to quickly create activities by simply inputting their content. The platform offers various tools for designing interactive learning materials that can be accessed both digitally and in print. By enabling online activities and assessments, Wordwall.net minimizes the reliance on paper-based worksheets in the classroom. Teachers can also personalize content to align with students' learning goals and requirements, enabling a more adaptable and student-centered approach to vocabulary instruction. Essentially, Wordwall.net serves as a powerful tool for teaching English vocabulary, seamlessly integrating learning with interactive activities to boost student engagement and retention. Through its innovative features and versatile resources, the platform equips educators with the means to design engaging lessons that encourage active involvement and strengthen vocabulary acquisition.

With browser-based Word Wall, teachers can create Word Wall quizzes and games that include sentences where the meaning of a word is clear from surrounding clues. Teachers can facilitate a discussion where the students analyze how they figured out the meaning of new words. Instead of just creating one game, teachers can create a series of Word Wall activities using the same vocabulary words. This allows the students to focus on the same vocabulary word across multiple meetings, increasing the chance students will retain them. Developing Word Wall activities can make connections between new vocabulary and their existing knowledge. Teachers can create a quiz where students relate new words to synonyms, antonyms, or related concepts they already know. Students can also categorize words based on themes. This helps build connections between related words.

Besides only using the Word Wall Website, encourage students to use dictionaries to explore the additional definitions of the words they have learned. Teachers can design a game where students must match words to their definitions found in the dictionary. This activity encourages students to practice looking up words and understanding their meanings. At the end of the lesson, have the students record the new vocabulary words they learned in their notebooks. Encourage them to not only copy the word but ask them to write the definition in their own words or draw a picture to represent the word.

In summary, Wordwall.net is an online platform that provides interactive and educational resources for teachers and students. The platform allows users to create fun educational games that serve as engaging quizzes, thus enriching vocabulary teaching and learning. The platform includes free options such as match, quiz, unbox, shuffle, flashcards, spin the wheel, and more, as well as premium options such as chase the maze, crossword, true or false, and others that require payment. Educators can utilize these options to develop dynamic and customized learning experiences, reducing reliance on paper-based exercises and encouraging active student engagement. Wordwall.net supports both digital and physical activities, making it a versatile tool for vocabulary expansion. It motivates students to interact with new words through various games and activities, aiding in vocabulary retention and comprehension.

**2.9 Procedure for Using Word Wall Website in Teaching Vocabulary**

The process of utilizing the Wordwall website for vocabulary instruction involves several key steps. As outlined by Hertiki (2021), there are eight simple steps to follow: First, open a browser and visit https://wordwall.net/. Next, sign up to create an account and then log in using Google. After logging in, click "Create Activity" and select a template—note that only five templates are available in the basic version. Once a template is chosen, input the desired content. When everything is set, the activity can be displayed on a screen for students to play. If a collaborative session is preferred, simply share the link with students so they can join and participate in the activity together.

In addition, Fitria (2023) states the steps to create an educational game with the Word Wall are easy. The steps are as follows:

a. Enter the URL https://wordwall.net/ in your browser and press enter. In the top right corner, select Log In if you already have an account. If you are new to the platform, click Sign Up to create one.

b. Provide the required personal information, including your email address, password, password confirmation, and location/country.

c. Then, click Create Your First Activity Now. Choose a template that suits your needs—you can select from the available quiz templates.

d. Enter a title for your activity or quiz, then start adding questions and answers. You can also include an image by clicking the image icon. There's no need to search and copy images from your browser, as Wordwall provides a selection of images for you to use.

e. To insert another question, click **Add a Question**. You can include up to 100 questions in total.

f. Once all questions and answers have been added, review them carefully to ensure there are no mistakes. You can also customize the theme, font, and timer settings to suit your preferences.

g. Click Share to distribute the quiz to the students.

h.  Select appropriate keywords and then click Publish to finalize your quiz.

Based on the steps explained above by Fitria (2023), here are the procedures for using the Word Wall Website in English language learning:

a.  Introduce the concept of a Word Wall Website to the students and explain how it can be used to improve their vocabulary.

b.  Show examples of templates created by others on the platform to help students understand how to use them.

c.  After introducing the website, begin using it in your lesson. Since the students are not allowed to bring their smartphones, the teacher will operate the platform, and students the will answer the questions orally.

d.  The teacher shows the Word Wall template made by the teacher using projector.

e.  The teacher prepares a "Group Sort" template containing content words (nouns, verbs, adjectives, adverbs) that students must drag and drop each into the correct categories.

f.  Before the teacher presses the start button, the teacher explains the instruction for the activity, ensuring students understand how to answer.

g.  Once they understand the instructions, the teacher presses the start button to begin answering the questions.

h.  A timer is displayed at the top left of the screen, allowing the teacher to monitor how long students take to complete the exercise.

i.  As the questions appear, the students take turns answering them, and the teacher operates the platform based on the students' responses.

j.  After finishing the exercise, the teacher presses the "Submit Answers" button to review the results.

k.  Upon submission, the message "Game Complete" will appear, along with the total number of questions, the number of correct answers, and the time taken to complete the task.

l.  Additionally, there are two options: "Show Answers" to review the answers, and "Start Again" to retry the exercise if needed.

m. Afterward, provide feedback to the students and ask if they encountered any difficulties.

n. Repeat the activity with different templates for further practice.

In conclusion, the use of the Word Wall Website in language learning is valuable for educators. It allows educators to make interactive games and activities that help students learn and remember new words. The website offers a variety of templates that educators can use easily. Overall, the Word Wall Website is a great way to make vocabulary learning fun and interesting for students.

## 2.10 Advantages and Disadvantages of Word Wall Website in Teaching Vocabulary

When utilizing the Wordwall website as a learning tool, there are both advantages and limitations to its application in the classroom. According to Rahmi & Angraina (2021), the benefits of using Wordwall include its accessibility, availability of free basic features, and a variety of templates. Teachers can easily integrate their materials into interactive games and assessments, which can then be shared through platforms like WhatsApp, Google Classroom, or other digital learning tools. This flexibility allows educators to enhance student engagement and participation while making vocabulary learning more enjoyable and interactive.

The interactive activities created on Wordwall can also be converted into a PDF format, making them accessible for students who may face network issues. This feature ensures that learners can still engage with the material offline while maintaining the effectiveness of their studies (Mahyudi, 2022). Furthermore, Wordwall simplifies online learning by helping students grasp concepts more easily and allowing teachers to track their progress effortlessly. It is particularly beneficial for educators who have limited time or lack confidence in using digital tools. Additionally, any content developed on the platform can be shared with the Wordwall community, fostering collaboration and resource exchange among educators.

However, of course, this platform has some drawbacks. Wordwall.net has many kinds of templates, but some templates cannot be used for free or paid. If we want to use them, then we have to upgrade our account to premium and make a payment. In addition, a teacher only has five opportunities to create lessons using this platform. Learning using word wall websites is also not possible for teaching listening because you cannot upload audio or video because there is no audio to listen to (M. Sari & Yarza, 2021).

Based on the explanation above, it can be seen that the Word Wall Website not only has advantages but also has disadvantages as a learning medium.

## 2.11 Theoretical Assumption

Wordwall.net is a web-based platform that offers an engaging, interactive, and educational approach to learning. It serves as both a teaching aid and an assessment tool, making lessons more dynamic and enjoyable for students. With its ability to transform educational content into interactive games, Wordwall.net makes learning feel like play, keeping students motivated and actively involved. Additionally, the platform provides a range of tools for developing digital and printable learning materials, allowing teachers to customize resources based on their students' needs and learning objectives. This flexibility supports a more personalized and adaptive method of vocabulary instruction, making lessons both effective and enjoyable.

From the discussion on the Wordwall website, the researcher concludes that it contributes to enhancing students' vocabulary skills. This platform goes beyond simply helping students grasp word meanings; it also provides opportunities for them to practice defining words in context. Additionally, the researcher believes that using Wordwall makes vocabulary learning feel more natural and enjoyable, allowing students to expand their word knowledge without the pressure of traditional study methods.

**2.12 Hypothesis**

The hypothesis of this study aims to examine whether there is an improvement in students' vocabulary achievement after the descriptive text material is inserted into the Word Wall Website in seventh-grade junior high school students. To address this, the researcher formulates the following research hypotheses:

$H_0$: There is no improvement in students' vocabulary achievement after the descriptive text material is inserted into the Word Wall Website by seventh-grade junior high school students.

$H_1$: There is an improvement in students' vocabulary achievement after the descriptive text material is inserted into the Word Wall Website by seventh-grade junior high school students.

All above are what this chapter covers, such as previous research overview, theories of vocabulary, concept of vocabulary achievement, concept of writing, types of vocabulary, aspects of vocabulary, media in teaching vocabulary, teaching of vocabulary, Word Wall Website, Word Wall Website in teaching vocabulary, procedure for using Word Wall Website in teaching vocabulary, advantages and disadvantages of Word Wall Website in teaching vocabulary, theoretical assumption, and hypothesis.

## III. METHODS

This chapter includes research design, variables, data sources, instrument of the research, validity and reliability of the instrument, level of difficulty, discrimination power, data collecting technique, procedure, data analysis, data treatment, and hypotheses testing.

### 3.1 Research Design

This research adopts a quantitative methodology, focusing on evaluating the impact of the Wordwall website on improving the vocabulary proficiency of seventh-grade junior high school students. The study utilized a one-group pre-test and post-test design, where students complete a pre-test prior to the intervention and a post-test afterward to assess their progress. The study framework is structured as follows:

$$\boxed{\textbf{T1 X T2}}$$

Notes:

T1 refers to the pre-test administered before the researcher teaches through the Word Wall Website to measure the students' competencies before administering the treatment.

X refers to the treatments the researcher administers through the Word Wall Website to improve students' vocabulary.

T2 refers to the post-test administered after implementing the Word Wall Website and to measure how far the students improve after they get the treatment.

(Setiyadi, 2018)

**3.2 Variables**

Variables are defined as dependent and independent variables to assess the influence of the treatments in this research. The dependent variable, which is the students' vocabulary, is the main variable in a study and will be measured after all treatments in the study are completed; the independent variable, which is the Word Wall Website, is a variable that is used as a cause or function to influence the dependent variable (Setiyadi, 2018).

**3.3 Population and Sample**

*3.3.1 Population*

This study took place at SMP Al Azhar 3 Bandar Lampung, focusing on seventh-grade students as the research population.

*3.3.2 Sample*

The study selected class VII C as the sample, utilizing the Cluster Random Sampling method. This approach involves segmenting the population into clusters and randomly choosing certain groups for analysis (Adeoye, 2023). The chosen class underwent both pre-test and post-test assessments to evaluate the impact of the Word Wall Website on their vocabulary proficiency.

**3.4 Instrument of the Research**

This study utilized a vocabulary test as the main assessment tool, consisting of both a pre-test and a post-test. The pre-test was conducted to assess students' baseline vocabulary knowledge before the intervention, while the post-test evaluated their progress after engaging with the chosen learning platform. The test concentrated on content words such as nouns, verbs, adjectives, and adverbs. It comprised 50 multiple-choice questions, each presenting four answer options (a, b, c, and d), requiring students to select the correct one. The test materials were meticulously crafted to correspond with the school curriculum and the subjects covered in class.

**3.5 Validity and Reliability of the Instrument**

Validity and reliability are two fundamental aspects that ensure the accuracy and consistency of a measuring instrument. A measuring instrument that has met the elements of validity can be said that the measuring instrument also meets the elements of reliability. However, a measuring instrument that has met the elements of reliability does not necessarily mean that the measuring instrument also meets the elements of validity (Setiyadi, 2018).

*3.5.1 Validity of Vocabulary Test*

Overall, the accuracy of a measurement tool reflects how well it assesses what it is intended to evaluate (Setiyadi, 2018). To determine whether the test possesses strong validity, the researcher applied content validity and construct validity.

   a. **Content Validity**

Content validity concerns the extent to which all components of a measuring instrument align with what is being assessed. To achieve this, researchers must evaluate each question item and determine whether the instrument comprehensively represents the intended material. In designing the English final test, content validity is reflected in how well the test items are structured according to the established curriculum (Setiyadi, 2018). The vocabulary test was created using a book from the Merdeka Curriculum, *English for Nusantara*, for seventh grade students on the topic of describing people. The test focuses on important words like nouns, verbs, adjectives, and adverbs, which are important for making descriptive sentences. This way, the test checks how well students know and can use vocabulary. The test mainly focuses on the meaning aspect of vocabulary, aiming to measure students' understanding of words in context. Each question and its answer options (a, b, c, d) are designed to look at students' understanding of word meaning, to ensure that they can accurately interpret and choose the most appropriate word to describe someone. Lastly, the test looks at how well students can describe people, which is a key skill for their grade level. The

vocabulary questions focus on describing physical and personal traits, making sure the test measures what it is supposed to.

**Table 3. 1 Specification Used to Judge Content Validity**

| No | Content Words | Item Number | Total |
|----|---------------|-------------|-------|
| 1 | Nouns | 2, 8, 9, 11, 12, 13, 15, 20, 23, 27, 28, 32, 34, 41, 42, 44, 48 | 17 |
| 2 | Verbs | 1, 6, 10, 19, 25, 29, 47, 49 | 8 |
| 3 | Adjectives | 3, 4, 5, 7, 14, 16, 17, 21, 22, 30, 31, 33, 38, 39, 43, 45, 50 | 17 |
| 4 | Adverbs | 18, 24, 26, 35, 36, 37, 40, 46 | 8 |
| Total | | | 50 |

### b. Construct Validity

Construct validity is essential for measurement tools that assess multiple indicators within a single concept. When an instrument focuses on one specific area, such as vocabulary, its validity can be determined by analyzing all included items (Setiyadi, 2018). In this study, the vocabulary test consists of 50 questions include an underlined word within a sentence, and students are asked to choose the closest meaning from the options (a, b, c, d). This format ensures that students demonstrate their ability to recognize and interpret word meanings in context, particularly in describing people. By requiring students to select the most appropriate word based on its meaning, the test reflects how well they understand and can use vocabulary in relevant situations.

### 3.5.2 Reliability of the Instrument

Reliability refers to the stability of a measuring instrument, indicating its ability to assess the same subject at different times while producing consistent results (Setiyadi, 2018). In this study, split-half reliability is applied to ensure the consistency of the

vocabulary pre-test and post-test. The researcher divides the 50 vocabulary test items into two groups based on odd and even numbers. To determine the reliability coefficient between these two groups, the Pearson Product Moment formula is used, as shown below:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Notes:

r is the Pearson correlation coefficient (value between -1 and 1)

n is number of data pairs (number of observations)

x is the value of the odd numbered items

y is the value of the even numbered items

$\sum xy$ means the sum of the product of each pair of x and y values

$\sum x$ means the sum of all values of the x variable

$\sum y$ means the sum of all values of the y variable

$\sum x2$ is the sum of square of all x values

$\sum y2$ refers to the sum of square of all y values

The standard of reliability is described as follows:

    a. A very low reliability (ranging from 0.00 to 0.19)

    b. A low reliability (ranging from 0.20 to 0.39)

    c. An average reliability (ranging from 0.40 to 0.59)

    d. A high reliability (ranging from 0.60 to 0.79)

    e. A very high reliability (ranging from 0.80 to 1.00)

The correlation calculated in this study using Pearson Product Moment was 0.794. This value indicated that the test instrument used in this research had a high reliability. The method works by dividing the test into odd and even numbers and correlating their results (Data in Appendix 4).

Once the correlation coefficient between the odd- and even-numbered items is obtained, the researcher applies Spearman-Brown's Prophecy formula to determine the overall reliability of the test. The formula for Spearman-Brown's Prophecy is as follows:

$$r_K = \frac{2r_1}{1 + r_1}$$

Notes:

$r_k$ is the reliability of the full test

$r_1$ is the reliability of half of the test

The analysis of the vocabulary test's reliability shows a remarkably high consistency, with a coefficient of 0.885. This aligns with prior calculations, confirming the strong dependability of the test items. The obtained reliability coefficient suggests that the test effectively assesses vocabulary proficiency. Both the split-half method and the Spearman-Brown prophecy formula produced comparable results, classifying the test items as highly reliable (See Appendix 4 for data).

Both the Spearman-Brown Prophecy formula and the split-half reliability method produced identical results, confirming that the test items exhibit high reliability, even though different approaches were used to assess consistency. This indicates that the measurement remains reliable and trustworthy, regardless of the variation in calculation methods. The detailed results can be seen in Table 3.2.

**Table 3. 2 Reliability Statistic by Using SPSS**

| Correlation Between Forms | | .794 |
|---|---|---|
| Spearman-Brown Coefficient | Equal Length | .885 |
| | Unequal Length | .885 |
| Guttman Split-Half Coefficient | | .878 |

### 3.6 Item Analysis

#### *3.6.1 Level of Difficulty*

The difficulty level of a test item indicates how challenging or easy it is for test-takers to answer correctly (Heaton, 1975). To assess the complexity of each item, the researcher applied the following formula:

$$LD = \frac{U + L}{N}$$

Notes:

LD = Level of difficulty.

U  = The number of students who answered correctly in the upper group.

L  = The number of students who answered correctly in the lower group.

N  = The total number of students

The criteria of level difficulty:

0.00-0.30 is difficult

0.31-.0.70 is average

0.71-1.00 is easy

**Table 3. 3 Difficulty Level of Test Item**

| No | Number Item Test | Computation | Criteria |
|----|------------------|-------------|----------|
| 1 | 1,3,5,6,8,9,10,11,12,13,15,17,18,20,21,22,23,28,32,33,35,42,47,48 | 0.00 - 0.31 | Difficult |
| 2 | 2,4,7,16,19,24,25,26,27,30,31,34,36,38,39,40,41,44,45,46,49,50 | 0.31 - 0.70 | Average |
| 3 | 14,29,37,43 | 0.71 - 1.00 | Easy |

The test was categorized into three levels of difficulty based on the computation area. The first category, labeled "Difficult, " consisted of 24 questions with computations

ranging from 0.00 to 0.31. The second category, "Average" included 22 questions with computations ranging from 0.31 to 0.70. Finally, the "Easy" category encompassed 4 questions with computations ranging from 0.71 – 1.00 (Data in Appendix 5)

### 3.6.2 Discrimination Power

An item's discrimination index measures how effectively it differentiates between high-achieving and low-achieving test-takers. It reflects whether students who score well on the overall test also perform well on individual items. This assumes that the total test score accurately represents a student's ability (Heaton, 1975). To calculate discrimination power, the researcher applies the following formula:

$$DP = \frac{U - L}{½ N}$$

Notes:

DP = Discrimination Power.

U  = Total of the correct answers of the higher group.

L  = Total of the correct answers of the lower group.

N  = Total number of students.


The criteria are:

DP = 0.00-0.20 is poor.

DP = 0.21-0.40 is satisfactory.

DP = 0.41-0.70 is good.

DP = 0.71-1.00 is excellent.

- (Negative) is bad items, and should be omitted.

Based on the results, 18 items were categorized as poor, 14 items as satisfactory, 15 items as good, 1 item as excellent, and 2 items as bad. To enhance the reliability of the test, all poor and bad items were dropped. The remaining items, categorized as

satisfactory, good, and excellent, were carefully selected, ultimately reducing the total number of questions from 50 to 30 (Data in Appendix 5).

## 3.7 Data Collecting Technique

In this study, quantitative data collection techniques are employed. To assess whether the research objectives are met, a research instrument is utilized. This instrument consists of a vocabulary test, including both a pre-test and a post-test, aimed at enhancing students' vocabulary mastery. The specific data collection techniques are outlined as follows:

### a. Try out

The first step in this research involved designing and conducting a try-out test. This test is crucial to ensure that the items used to assess students' vocabulary achievement are accurate and clear, especially about the Word Wall website included in this research. By administering the try-out test to a small group of students who are not part of the main research group, the researcher can evaluate the validity and reliability of the test items and make necessary adjustments to enhance their effectiveness.

A try-out test was administered to 26 students who were not part of the primary research sample. Reliability analysis, conducted using the split-half method, yielded a reliability coefficient of 0.794. After applying the Spearman-Brown correction, the coefficient increased to 0.885, indicating a high level of reliability, ensuring the test consistently measures students' vocabulary skills. Furthermore, an analysis of item difficulty and discrimination power revealed that out of 50 test items, 30 met the required standards and were included in the pre-test and post-test, while 20 items were eliminated due to low discrimination power.

### b. Pre-test

The pre-test is given prior to the implementation of the treatment to assess students' initial vocabulary proficiency in content words, including nouns, verbs, adjectives,

and adverbs. This evaluation aims to measure their baseline knowledge before being introduced to the Wordwall website as a learning tool. The pre-test consists of 30 multiple-choice questions, each with four answer choices (a, b, c, and d), covering all four categories of content words.

**c. Treatment**

The treatment in this study was used the Word Wall Website to improve vocabulary and as a teaching aid during the treatment stage in this study. During this period, the researcher carefully selects the template used, the teaching method used, and the duration of the treatment.

**d. Post-test**

The post-test is administered following the treatment to evaluate students' progress in vocabulary acquisition, specifically in content words such as nouns, verbs, adjectives, and adverbs. This assessment aims to measure the effectiveness of the Wordwall website in enhancing their vocabulary skills. The post-test comprises 30 multiple-choice questions, each offering four answer options (a, b, c, and d), covering the same content word categories.

## 3.8 Procedure

The researcher followed the research procedure outlined below:

**a. Determining the Population**

The population of this research is the seventh-grade students from the VII C class at SMP Al Azhar 3 Bandar Lampung.

**b. Selecting and Arranging the Material**

The researcher selected materials based on English books and from the internet about describing people. The researcher chose one of the descriptive texts describing people and tried to highlight the words used in the text (nouns, verbs, adjectives, and adverbs).

**c. Administering Try-Out Test**

The trial test administered by the teacher consisted of 50 questions, where students selected the correct answer from four given options (a, b, c, d) to complete the blanks. This test was designed to evaluate the validity and reliability of the questions.

**d. Preparing and Conducting the Pre-test**

The researcher designs the pre-test, which is given to the students before the intervention, and then administers it in the classroom.

**e. Conducting the Treatment**

The vocabulary instruction took place over three sessions. The pre-test was given one day prior to the intervention. Throughout the treatment period, students engaged with the Word Wall Website as part of their learning process. Additionally, the researcher evaluated the students to encourage active practice.

**c. Administering the Post-test**

The post-test was conducted after the intervention to assess the improvement in students' vocabulary skills.

**d. Analyzing the Data**

The researcher examined the pre-test and post-test data using SPSS to determine whether there was an improvement in students' vocabulary achievement.

**3.9 Data Treatment**

In this study, the researcher used the following procedures:

a. **T-test**

To measure if there is the improvement in students' vocabulary achievement after being taught using the Wordwall Website as a vocabulary learning tool, the researcher conducted a statistical analysis using the Paired Sample T-test in SPSS.

b. **Normality Test**

The researcher uses a normality test to find out whether the data is distributed normally or not. The researcher applied the Shapiro-Wilk formula with the hypotheses as follows:

**H0**: The data is distributed normally

**Ha**: The data is not distributed normally

In this research, the criteria for normality is if the significance value >0.05, then the data distribution meets the assumption of normality, and if the significance value <0.05, then the data distribution does not fulfill the assumption of normality.

The researcher used SPSS to determine the normality of the test. The results showed that for the pre-test, the statistic was 0.948 with a p-value of 0.145 which was greater than the significance level of 0.05, indicating that the data was normally distributed. For the post-test, the statistic was 0.951 with a p-value of 0.175 which was also greater than 0.05, indicating that the post-test data was also normally distributed. These results indicate that the pre-test and post-test data are normally distributed. (Data in Appendix 8).

**3.10 Data Analysis**

To examine the collected data, the researcher applies various formulas to determine whether students' vocabulary achievement improves after learning through the Word Wall Website. The analysis process involves the following steps:

a. Scoring pre-test and post-test

$$S = \frac{R}{N} \times 100$$

Notes:

S = Score of the test.

R = Number of the right answer.

N = Total number of items.

b. Tabulating the results of the pre-test and post-test into a structured table.
c. Calculating the data to SPSS

Summarizing the outcomes of the pre-test and post-test in the form of descriptive statistics, including the total number of students, minimum, maximum, mean, and standard deviation using SPSS (Data in Appendix 6).

d. Assessing students' progress by comparing the mean scores of the pre-test and post-test using Excel.
e. The researcher utilizes SPSS to analyze the data using the Paired Sample T-test to determine whether there is a significant improvement in students' vocabulary achievement after learning with the Wordwall Website.

## 3.12 Hypotheses Testing

After collecting the data, the researcher analyzes them to find out whether there is an improvement in students' vocabulary achievement after the descriptive text material is inserted into the Word Wall Website. The researcher analyzes the data using a Paired Sample T-test through the SPSS.

The researcher formulates the hypotheses as follows:

$$H_1 = Sig. < 0.05$$

Where:

- If the Sig. two-tailed is lower than 0.05, therefore H0 is rejected and H1 is accepted.
- If the Sig. two-tailed is higher than 0.05, therefore H0 is accepted and H1 is rejected.

$H_0$: There is no improvement in students' vocabulary achievement after the descriptive text material is inserted into the Word Wall Website by seventh-grade junior high school students.

$H_1$: There is an improvement in students' vocabulary achievement after the descriptive text material is inserted into the Word Wall Website by seventh-grade junior high school students.

All of the above is what this chapter covers, such as design, variables, data sources, instrument of the research, validity, and reliability of the instrument, level of difficulty, discrimination power, data collecting technique, procedure, data analysis, data treatment, and hypotheses testing.

# V. CONCLUSION AND SUGGESTION

This chapter describes the conclusions of the data found during the research and suggestions for future researchers and teachers who want to apply Wordwall.net to the learning process, especially in teaching vocabulary.

## 5.1 Conclusion

Reflecting on the entire research process, this study concludes that integrating descriptive text material into Wordwall.net activities significantly enhances students' vocabulary achievement. The improvement from pre-test to post-test scores indicates that the combination of interactive digital medium and relevant learning material helped students enrich and retain English vocabulary, while also making the learning experience more enjoyable. Its interactive and engaging features increased student motivation and participation, supporting a better understanding of new words. These findings support previous studies highlighting the benefits of digital tools in language learning. Therefore, Wordwall.net, when used alongside suitable material such as descriptive texts, presents itself as a valuable medium for English teachers, especially at the junior high school level, in delivering vocabulary instruction that is both enjoyable and effective. In addition to improving students' vocabulary, it also fosters greater engagement in the learning process. Incorporating a digital medium like Wordwall.net is a strategy to enhance both language outcomes and learner motivation in English language classrooms.

## 5.2 Suggestion

From the result of this research, the researcher would like to provide several suggestions:

1. English teachers are encouraged to use digital platforms like Wordwall.net to create interactive and engaging learning environments in their instructional practices. Wordwall.net has demonstrated its effectiveness in improving vocabulary comprehension. Teachers can use Wordwall.net to create many templates for their vocabulary learning, such as Group Sort and Unjumble, to improve students' understanding of word categories and sentence construction. Moreover, educators should focus on enhancing every dimension of vocabulary development. If certain areas, such as verbs, show less significant improvement compared to others, teachers can provide focused practice sessions using Wordwall.net. Allocate time for vocabulary-focused discussions and group work to allow students to support one another, especially for students who face greater difficulties.

2. Future researchers exploring the use of Wordwall.net should consider its applicability across a wider range of English skills and topics to assess its overall effectiveness. For instance, further studies could examine how Wordwall.net influences not only vocabulary but also other language abilities, including grammar and reading comprehension. Moreover, the effectiveness of Wordwall.net could be tested with different text types, such as narrative or procedural texts, to evaluate its adaptability to various learning objectives.

In addition, future researchers are encouraged to address all three aspects of vocabulary knowledge: form, meaning, and use. While this study focused on meaning and use, the form aspect was not explicitly incorporated into the learning activities. Including this aspect could provide a more comprehensive understanding of how digital tools like Wordwall.net support vocabulary development, as form is fundamental to accurate word recognition, proper usage, and long-term retention.

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