

**THE USE OF WORDWALL.NET AT SMP AL KAUTSAR TO IMPROVE  
STUDENTS' VOCABULARY ACHIEVEMENT IN DESCRIPTIVE TEXT**

**(Undergraduate Thesis)**

**By**

**Yolanda Khofifa Rahma**

**2113042007**



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTEMENT OF LANGUAGE AND ART EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG**

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## **ABSTRACT**

### **THE USE OF WORDWALL.NET AT SMP AL KAUTSAR TO IMPROVE STUDENTS' VOCABULARY ACHIEVEMENT IN DESCRIPTIVE TEXT**

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The current study investigates the effectiveness of using Wordwall.net to enhance students' vocabulary achievement in descriptive texts. The research aimed to determine whether there was a significant improvement in vocabulary achievement by using Wordwall.net as an interactive media. A quantitative research design with a one-group pre-test and post-test approach was employed. The population consisted of first-grade junior high school students, with a sample of 30 students from class 7-I at SMP Al Kautsar Bandar Lampung. The data were collected through vocabulary tests, focusing on content words (nouns, verbs, adjectives, and adverbs). The results of the pre-test and post-test were analyzed using paired sample t-test to determine the improvement of vocabulary tests with the average of pre-test score increasing from 56.3 to 82.3 in the post-test, resulting in a gain of 26 points. The findings revealed a significant improvement in students' vocabulary achievement with the Sig. (2-tailed) value is 0.000, which is below 0.05. All aspects of vocabulary showed significant improvement, with nouns achieving the highest gain (8.89 points). The hypothesis testing confirmed that the use of Wordwall.net significantly improved vocabulary learning. It can be concluded that Wordwall.net is an effective media for enhancing vocabulary achievement for junior high school students.

**Keyword:** *Wordwall.net, vocabulary improvement, junior high school.*

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**Research Title : THE USE OF WORDWALL.NET AT SMP AL KAUTSAR  
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**Student's Name : Yolanda Khofifa Rahma**

**Student's Number : 2113042007**

**Study Program : English Education**

**Department : Language and Arts Education**

**Faculty : Training and Education**

**APPROVED BY  
Advisory Committee**

**Advisor**

**Co-Advisor**

**Prof. Dr. Muhammad Sukirlan, M.A.**

**Khairun Nisa, S.Pd., M.Pd.**

**NIP 19641212 199003 1 003**

**NIK 231804921003201**

**The Chairperson of  
The Department of Language and Arts Education**

**Dr. Sumarti, M.Hum.**

**NIP 19700318 199403 2 002**

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ADMITTED BY

1. Examination Committee

Chairperson : Prof. Dr. Muhammad Sukirlan, M.A.

Examiner : Prof. Dr. Cucu Sutarsyah, M.A.

Secretary : Khairun Nisa, S.Pd., M.Pd.

2. The Acting Dean of Teacher Training and Education Faculty

Dr. Albet Maydiantoro, M.Pd.

NIP 19870504 201404 1 001

Graduated on: 11<sup>th</sup> April 2025



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### LEMBAR PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : Yolanda Khofifa Rahma  
NPM : 2113042007  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Pendidikan Bahasa dan Seni  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul Skripsi : THE USE OF WORDWALL.NET AT SMP AL KAUTSAR  
TO IMPROVE STUDENTS' VOCABULARY  
ACHIEVEMENT IN DESCRIPTIVE TEXT

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Bandar Lampung, 11 April 2025

Yang Membuat Pernyataan



Yolanda Khofifa Rahma

## **CURRICULUM VITAE**

Yolanda Khofifa Rahma, born on January 8th, 2003, in the city of Bandar Lampung, is the second child in her family and the youngest daughter of Agus Wira Sukarta and Yuyun Yuniar.

She began her academic journey at SDN 1 Beringin Raya, finishing her elementary studies in 2015. She continued her education at SMP Negeri 14 Bandar Lampung, graduating in 2018, and then continued to study at SMAN 7 Bandar Lampung, where she earned her high school diploma in 2021.

In the same year, she secured a place in the English Education Program under the Faculty of Teacher Training and Education at the University of Lampung selected through SNMPTN. As part of her undergraduate requirements, she participated in community service in Desa Trans Tanjung, Katibung, South Lampung, and conducted her teaching internship at SMKN 1 Katibung.

## **MOTTO**

"Just going where life leads me, letting things unfold in their own time."



## **DEDICATION**

The script is proudly dedicated to:

### **My beloved parents**

Bapak and Ibu

### **My dearest siblings**

Abang and Kak Rika

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In conclusion, the writer acknowledges that this thesis may still contain aspects that can be refined. Therefore, thoughtful feedback and constructive suggestions are warmly welcomed to enhance the quality of this thesis.

Bandar Lampung, 8 April 2025

The Writer

Yolanda Khofifa Rahma

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## **I. INTRODUCTION**

This chapter explains about background of research, question of the research, objectives of the research, the uses of the research, scope of the research, definition of terms.

### **1.1 Background**

A strong grasp of vocabulary is essential for effective language comprehension. A broad vocabulary enables individuals to convey their thoughts clearly and understand others with ease (Ani, 2015). Since vocabulary underpins the four fundamental language skills, listening, speaking, reading, and writing, it holds a crucial role in language use and communication. As the foundation of language acquisition, vocabulary is indispensable for learners. Without an adequate vocabulary, expressing ideas fluently in both written and spoken forms becomes challenging (Arafah et al., 2022). When students possess an extensive vocabulary, they can articulate their thoughts in diverse ways, making it easier to achieve learning objectives.

Mastering Vocabulary is the most basic concept that students need to understand in order to learn and communicate in English, this statement is supported by Hatch and Brown (1995), who say that vocabulary is the foundation to build languages, which plays a fundamental role in communication. If students have sufficient English vocabulary, then the four language skills will be automatically supported. However, learning a new language is challenging for foreign language learners, especially for Indonesian students who face different linguistic rules in their native language compared to English. These differences include pronunciation, spelling, meaning, and the usage of words. When examining the challenges in students' vocabulary learning processes, it is crucial to consider opportunities for

improvement. One promising approach is to differentiate the learning method or media to better suit individual learning styles. In addition, creating an environment that fosters enthusiasm and passion for learning English can greatly enhance the learning experience. these are potential strategies for making the learning environment more engaging (Anggreini *et al.*, 2023).

An effective strategy for teaching vocabulary is to use engaging and interactive learning media (Sudiran, 2014). One example is Wordwall.net, an educational website that provides a range of interactive games, including matching exercises, picture-based activities, quizzes, spinning wheels, and puzzles, all designed to reinforce vocabulary skills. This platform allows educators to either customize their own games using pre-designed templates and incorporating words and images or access content shared by other teachers. Initially developed as computer software, Wordwall.net has gained widespread popularity in its web-based format since 2016, surpassing the use of its original software version (Çil, 2021). With this approach, various ways for teaching vocabulary to students can be offered. The media itself is very user-friendly and does not require much time to utilize.

Susilaningrum and Asri (2023) conducted research at SMP Negeri 2 Semarang, demonstrating that Wordwall media effectively enhanced students' vocabulary acquisition. Their study involved multiple stages, including pre-tests, treatments for both control and experimental groups, and post-tests to measure progress. The results confirmed that Wordwall significantly improved students' vocabulary skills. Similarly, Umar *et al.* (2023) explored the impact of the Wordwall platform on vocabulary learning using a quasi-experimental quantitative approach. Statistical analysis through SPSS led to the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_1$ ), confirming the platform's effectiveness in boosting vocabulary acquisition. Another study by Dwiningrum *et al.* (2024) examined the role of Wordwall in vocabulary development among junior high school students. Using a pre-experimental design, they worked with 40 eighth-grade students from SMP Muhammadiyah 1 Pontianak, selected through cluster random sampling. Pre-test and post-test results led to the acceptance of the alternative hypothesis ( $H_a$ ) and the rejection of the null hypothesis ( $H_0$ ), reinforcing

the conclusion that Wordwall significantly enhances students' vocabulary and is a valuable tool for language instruction.

Based on an interview with an English teacher at SMP Al Kautsar Bandar Lampung, the researcher found that several factors contribute to students' struggles in learning English vocabulary. One of the primary challenges is the absence of engaging and interactive learning media that can facilitate vocabulary acquisition. As technology continues to evolve, teaching methods should align with students' interests and learning styles to make lessons more engaging and effective. Consequently, integrating interactive media into vocabulary instruction is crucial for enhancing students' language skills, particularly for seventh graders, as vocabulary serves as the foundation for mastering English.

Meanwhile, at SMP Al Kautsar Bandar Lampung, Wordwall.net had never been used as a media for teaching vocabulary. Using media that had never been used can capture the students' interest in learning English and provide a solution to engage them in learning English. Wordwall.net offers an easy and enjoyable way for students to improve their vocabulary achievement, encouraging them to learn a foreign or second language in an interesting and entertaining way.

With this in mind, the researcher aims to improve students' vocabulary by using Wordwall.net. This platform enhances vocabulary learning by making it feels like a game. Because it is designed and presented visually, in the form of interactive media to improve student learning outcomes. Therefore, the researcher conducts a study entitled "The Use of Wordwall.net to Improve Students' Vocabulary Achievement in Descriptive Text at SMP Al Kautsar Bandar Lampung" for seventh-grade students. The researcher expects by providing interactive media for students to engage with, it will significantly help them in improving their English vocabulary achievement significantly.

## **1.2 Research Question**

The problem of this research is focus on the following research question:

Is there any significant difference in students' vocabulary achievement after being taught using Wordwall.net as a media?

### **1.3 Objectives of The Research**

Based on the research question above, the objective of this research is to find out whether there is a significant difference in students' vocabulary achievement after being taught through Wordwall.net as a media.

### **1.4 Uses of The Research**

The researcher expects the result of this research can give benefits in many aspects as follow:

1. Theoretically

The result of this research is expected to improve students' vocabulary, especially for those who struggle with it. The use of this media is expected to make learning more exciting for the students, prevent boredom, and foster creative reasoning and thinking skills, also to motivate students to actively participate in the learning process.

2. Practically

The result of this research is expected to help students to learn vocabulary in a better way. Furthermore, it is expected to inspire other teachers to develop their tools in teaching vocabulary through wordwall.net as a teaching media.

### **1.5 Scope of The Research**

This research explores the use of Wordwall.net as a tool for enhancing students' vocabulary proficiency. The study specifically targets vocabulary acquisition in descriptive texts, focusing on word categories such as nouns, verbs, adjectives, and adverbs. To measure the effectiveness of Wordwall.net in improving vocabulary skills, the researcher employs a pre-test and post-test approach. The goal is to determine whether there is a significant improvement in students' vocabulary achievement after using Wordwall.net as a learning medium or if no notable progress is observed.



## 1.6 Definition of Terms

The primary terms frequently encountered in this study include:

1. Vocabulary refers to the collection of words that an individual understands and utilizes within a specific language. It includes the understanding and use of words in spoken and written form. In this study, vocabulary is specifically concerned with English words that need to be understood and used effectively in communication.
2. Vocabulary achievement, refers to the level of learning that learners already acquired
3. Wordwall.net is an online education platform that offers interactive and engaging games designed for vocabulary practice. The platform provides various game formats such as quizzes, matching exercises, and puzzles, which can be customized by teachers to include specific vocabulary words. The platform is used as a teaching tool to improve students' vocabulary acquisition through fun and interactive activities.

This Chapter has explained background of research, question of the research, objectives of the research, the uses of the research, scope of the research, and definition of terms that will help in achieving the researcher's goal.

## **II. LITERATURE REVIEW**

This chapter explains about review of previous research, vocabulary, teaching vocabulary, aspects of vocabulary, media in teaching vocabulary, procedure of wordwall.net in teaching vocabulary, advantages and disadvantages, theoretical assumption, and hypothesis.

### **2.1 Review of Previous Research**

There are several studies on teaching English vocabulary through Wordwall.net that have been conducted by other researchers. Safitri et al. (2024) conducted their study examining the effect of Wordwall.net on students' vocabulary achievement of the tenth-grade students of SMK Muhammadiyah 2 Pekanbaru in 2023/2024. In their research, they used a true experimental design with a quantitative approach, randomly selecting samples. Class 10 Pengembangan Perangkat Lunak dan Gim (PPLG) 1 was the experimental group taught using Wordwall.net, while class 10 Pemasaran was the control group taught using the conventional method. The researchers collected data through pre-tests and post-tests and analyzed it using SPSS 24. The results showed that the average scores in the experimental group increased by 8.93%, while the control group only saw a 3.49% increase. The independent sample T-test result was 0.048, less than the alpha value of 0.05, indicating that the results were statistically significant. This means that using Wordwall.net helped students improve their vocabulary more than the conventional method.

Faradila et al. (2023) conducted a study to assess the effectiveness of Wordwall.net in enhancing junior high school students' vocabulary proficiency. Using classroom action research (CAR), the study involved thirty eighth-grade students from SMPN 7 Kota Bengkulu during the 2022/2023 academic year.

Data collection methods included vocabulary tests, observation checklists, and field notes. The findings revealed an increase in students' vocabulary test scores, with a higher percentage meeting the Minimum Mastery Criterion (KKM) from the pre-cycle to cycle 2. Moreover, the classroom environment improved, as students showed greater focus, participation, and confidence in learning English. These results highlight Wordwall.net as an effective tool for vocabulary instruction.

Manan and Kurniawati (2023) explored the effectiveness of Wordwall.net in enhancing vocabulary proficiency among eighth-grade students at MTs N 2 Surakarta during the 2023/2024 academic year. The study aimed to determine whether this digital tool could support students in expanding their vocabulary. A combination of qualitative and quantitative methods was applied, with the research conducted over two cycles, each consisting of four phases: planning, implementation, observation, and reflection. The study involved 28 students from class 8A3 as participants. Data were collected through observations, tests, and interviews using tools like test papers, observation sheets, and interview guides. The researcher collaborated with the class 8A3 English teacher to validate the data. The findings showed that students' vocabulary achievement improved through the use of Wordwall.net. The progress was evident from various data sources such as observation notes, test scores, and interview transcripts. The average score increased from 60.4 in the pre-test to 70 in post-test 1 and 81.4 in post-test 2. Additionally, 24 students (85.7%) scored above the minimum criteria, while four students scored below. Wordwall.net helped students enjoy learning by playing online games, reducing their boredom. This significant improvement indicates that Wordwall.net is an effective tool for enhancing vocabulary achievement in class 8A3 and can be used as an alternative method for teaching vocabulary.

Supraba (2019) examined the effectiveness of Word Wall Media in enhancing the vocabulary skills of eleventh-grade students at Vocational High School Number 1 Palopo. The study aimed to answer the question: "Does the use of Word Wall Media improve the vocabulary of eleventh-grade students at

Vocational High School Number 1 Palopo?" Conducted as Classroom Action Research (CAR), the study focused on class XI Accountancy 1, consisting of 30 students. The research was carried out in two cycles, each following four stages: planning, implementation, observation, and reflection. Qualitative methods were used for analyzing observations, while test results were assessed quantitatively. The findings showed an increase in students' average scores from 69.63 in cycle I to 82.97 in cycle II, indicating a significant improvement in vocabulary acquisition. The teaching process using Word Wall Media followed these steps: (1) Students were divided into five groups of six. (2) They were instructed to use Word Wall Media as a learning tool. (3) Groups took turns presenting at the front of the class. (4) All students actively engaged with Word Wall Media. (5) After the activity, each group presented their findings. (6) Finally, the researcher and students collaboratively summarized the lesson. The results demonstrated that students' average scores increased from 70% in cycle I to 83% in cycle II, highlighting improved learning outcomes. Additionally, the use of Word Wall Media encouraged active participation, proving its effectiveness in vocabulary development.

Fathimatuzzahra (2024) conducted a study to assess the effectiveness of Word Wall media in enhancing the vocabulary skills of tenth-grade students at SMK Bina Negara Gubug during the 2023/2024 academic year. Using a quasi-experimental design with a quantitative approach, the research involved 28 students from TKJ 2 as the experimental group and 28 students from TKJ 1 as the control group, while TKJ 3 participated in a pilot test to verify the instrument's validity and reliability. Both groups completed pre-tests and post-tests, with the experimental group initially scoring an average of 66.00 and the control group 64.50. Following the intervention, post-test results showed an increase to 80.00 for the experimental group and 78.57 for the control group. Statistical analysis using a t-test indicated a significant difference, with a sig (2-tailed) value of 0.001, which is below 0.05, leading to the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_1$ ). These findings confirm that Word Wall media is an effective tool for improving students' vocabulary achievement.

## 2.2 Vocabulary

Vocabulary consists of words that have meaning in a language. These words are combined to form sentences, which convey ideas and make communication between people possible. Vocabulary allows us to express thoughts, opinions, ideas, and emotions. By mastering vocabulary, people can communicate with each other.

To communicate effectively, students must have a sufficient vocabulary (Byrne, 1976). Vocabulary is the basic knowledge of language proficiency that determines a learner's speaking, listening, reading, and writing quality. It can significantly impact how well learners can communicate in these skills (Nation, 2001). Therefore, having sufficient vocabulary is essential for good communication. It is the base of language skills and greatly affects how well a learner can speak, listen, read, and write.

According to Linse (2006:121), "Vocabulary is the collection of words that an individual knows." It includes all the words in a language and the complete vocabulary of the language. In line with Barnhart (2008:697), vocabulary is a set of words used by a person, group of people, profession, et cetera. Vocabulary is the basis of communication, enabling people to express their thoughts, ideas, and emotions effectively. Expanding one's vocabulary helps in understanding and using language more accurately and confidently. Therefore, building vocabulary is crucial for native speakers and language learners to achieve fluency and effective communication.

Vocabulary consists of words that have meaning in a language. Vocabulary is essential in communication, helping us to express thoughts, ideas, and emotions. To communicate well, students need a good vocabulary. This affects speaking, listening, reading, and writing skills. Learning more words helps people understand and use language better. Building vocabulary is essential for native speakers and language learners to communicate effectively.

## 2.3 Descriptive Text

A text refers to the exact wording and structure of a written or printed piece. Simply put, it is a collection of spoken or written words intended to deliver a particular message. In essence, when words are arranged in a meaningful way to express an idea or information, a text comes into existence.

As stated by Anderson (1998, p.26), a factual description provides detailed information about a specific individual, location, or object, such as a certain structure, animal, place, or person. In other words, this type of description emphasizes precise details to help the reader form a clear and accurate understanding of the subject. Through the careful selection and arrangement of words, factual description texts are constructed to effectively convey information.

Gerot and Wignell (1994, p. 208) explain that descriptive text serves to illustrate the appearance, scent, texture, behavior, flavor, or sound of something. In other words, when we aim to convey these sensory details through writing, we produce a descriptive text. Essentially, this type of text offers specific details about people, locations, and objects to help readers visualize them clearly. In summary, descriptive text is centered on delivering vivid and detailed descriptions.

There are two generic structures in descriptive text: identification and description. In identification, the writer identifies the subject or phenomenon to be described. In description, the writer details specific parts, qualities, and characteristics of the subject. In addition, they explain the grammatical features of descriptive texts, including the use of simple present tense, verbs, adjectives, vocabulary, and mechanics.

In conclusion, descriptive text aims to give a clear and detailed description of a subject. Good vocabulary skills are essential for reading descriptive texts. A rich vocabulary makes it possible to understand precise and clear descriptions, making the text easier to understand.



## 2.4 Teaching Vocabulary

As a teacher, teaching vocabulary to students is an important step that must be done first before teaching them about other skills such as listening, speaking, reading, and writing. A teacher must ensure students are exposed to and learn as many relevant words as possible. Haycraft (1978) mentioned some guidelines on which vocabulary selection is based:

### 1. Commonest Word

Choosing words that are commonly used or important to students is crucial. Introducing rare or unusual words can displace more useful words in their learning process. The teachers can create custom vocabulary lists featuring commonly used or essential words for the students. Students can repeatedly discover and practice these familiar words through interactive games and quizzes, engagingly reinforcing their learning.

### 2. Students' needs

Teaching vocabulary is very important for students, especially those interested in English. Choosing vocabulary relevant to their interests is crucial rather than just focusing on specialized words. This approach helps students remember and retain information. Group work can also be helpful, allowing students to share tasks and work on vocabulary projects related to their interests. Wordwall.net's flexibility allows teachers to design vocabulary activities based on topics that interest students. For example, if students are interested in sports, teachers can create word games and matching activities related to sports, making learning more relevant and memorable. In addition, group activities on Wordwall.net encourage collaboration, so students can work together on vocabulary projects that match their interests.

### 3. Students' language

When teaching a class of one language group, knowing their native language helps identify English words that are similar and easier to learn. For example, English words of Latin origin are often similar to French, Spanish, or Italian words. In addition, many common terms are universally

recognizable across languages. Understanding students' native language can help them identify similar English words and thus make it easier for them to learn. Wordwall.net can support this by allowing teachers to create bilingual word lists and activities highlighting similar words in both languages. This approach can help students recognize and learn new vocabulary more effectively.

In addition, according to Linse (2006:123), Some principles can help with vocabulary development in ESL or EFL programs. These principles are beneficial to help learners improve their spoken and written language skills:

1. Emphasize both direct and indirect teaching

Direct teaching involves teaching students the words and their meanings, such as vocabulary, that they will encounter in reading. Indirect teaching involves helping students develop strategies to discover word meanings by themselves. Wordwall.net supports direct teaching by allowing teachers to create activities that explicitly introduce new words and their meanings. It indirectly helps students develop strategies to discover word meanings through context-rich activities and interactive exercises.

2. Teach vocabulary words before a new activity.

Teaching vocabulary before a new activity will benefit students by increasing their understanding of the activity and increasing their chance of learning new words. Introducing vocabulary before a new activity helps students understand and participate more effectively. Wordwall.net can be used to teach vocabulary by creating introductory games and quizzes that familiarize students with new words they will encounter in upcoming lessons or activities.

3. Present multiple exposures to new vocabulary items.

Students will improve when they encounter vocabulary words repeatedly in meaningful contexts. A word taught on Monday is unlikely to be remembered on Wednesday. Therefore, frequently introduce new words in various situations over the next few weeks to enhance vocabulary recall in learning. Wordwall.net facilitates this by providing a variety of interactive

formats, such as matching games, crosswords, and flashcards, where students can discover and practice new words multiple times. This repeated engagement helps students strengthen their memory and recall the vocabulary that they learned.

Teaching vocabulary is the basis for developing other language skills. By selecting common, relevant words and applying both direct and indirect teaching methods, teachers can significantly improve vocabulary learning. Wordwall.net is a valuable tool in this process, offering a flexible and interactive platform that supports repeated exposure and contextual learning of new vocabulary, ultimately aiding better vocabulary retention and overall language development.

## **2.5 Aspect of Vocabulary**

According to Mochizuki and Robert (2007:62), students should learn eight main aspects of vocabulary: meaning, pronunciation, grammar, collocation, word formation, idioms, connotation, and register.

### **1. Meaning**

Word knowledge involves understanding a word's meaning, usage, and specific references. This includes knowing dictionary meanings, collocations, connotations, registers, and cultural nuances. Learners should understand the meaning of words in context, and teachers should provide examples of different uses without overwhelming the students.

### **2. Pronunciation**

Teachers should emphasize pronunciation to support conversation and dialogue. Words with unfamiliar sounds are more difficult to learn. Teachers can model correct pronunciation during dialog or display the words for lower-level students. Teachers should also understand students' poor pronunciation, as many students need help understanding English when visiting an English-speaking country.

### **3. Grammar**

To use a word correctly in speaking and writing, students need to know the parts of speech. Teachers can explain grammar rules, which will help

students. Grammar is a system of rules, while vocabulary is a collection of words. There are two types of words: grammar words (prepositions, conjunctions, determiners, pronouns) and content words (nouns, verbs, adjectives, adverbs).

#### 4. Collocation

Collocations are words that often occur together, such as "by the way," "hurry up," and "too much." Native speakers speak fluently because they know many of these word pairs. Understanding the context is essential for learning the words. Some collocations are idioms.

#### 5. Word formation

Word formation, or affixation and compounding, is how words are created and changed. This includes prefixes and suffixes, changing word parts, and turning nouns into verbs. It also involves combining two words into one. This helps in learning new words and understanding their context.

#### 6. Idioms

Idioms are phrases that second language learners need to memorize to understand. They are less common than frequently used words, so not all idioms are necessary to learn. Teachers should focus on teaching students' common idioms used in everyday English instead of those found in textbooks so they can use it in daily life

#### 7. Connotation

Connotation is the idea or feeling indicated by a word, not its actual meaning. Native speakers notice slight differences between words, such as "stink" and "stench." Teachers should explain these differences when students encounter them.

#### 8. Register

Register is the degree of formality in the words used in communication, depending on the relationship between the speakers. Learners need to understand how word choice affects the relationship between speaker and listener.

According to Thornburry (2002), vocabulary learning involves classifying words into categories: nouns, pronouns, verbs, adjectives, adverbs, prepositions,

conjunctions, and determiners. These classifications will be explained in detail below:

### 1. Nouns

Noun is a term that defines names of people, places, objects, concepts, or attributes. Frank (1972: 6-10) categorizes nouns based on their meaning and structure. When classified by meaning, nouns fall into several groups, including proper nouns, abstract and concrete nouns, countable and uncountable nouns, as well as collective nouns. The form-based classification includes compound nouns. Nouns are essential for communication, allowing us to talk about objects and ideas. With nouns, communication would be easier. This research will focus on proper nouns, abstract nouns, countable nouns, and uncountable nouns.

- Proper nouns

Proper noun refers to specific name of things, such as January, London, University of Lampung, Monday, et cetera.

- Abstract nouns

Abstract nouns refer to nouns that describe ideas, concepts, feelings, or characteristics, such as love, ability, opinion, etc. For instance, "He is telling the truth to us."

- Countable nouns

Countable nouns exist in two variations: singular and plural. The singular form indicates one thing and is often preceded by "a" or "an" such as a car, an orange, or a computer. The plural indicates two or more objects and is often formed by adding a suffix, such as dogs, books, boxes, children, or geese. Some plurals differ from their singular forms, such as mouse (singular: mouse) and tooth (singular: tooth).

- Uncountable nouns

Uncountable noun refers to items that cannot be counted with numbers. Examples include rice, milk, air, and happiness. For instance, "She has more patience than anyone realizes."

## 2. Pronouns

A pronoun is a word that replaces a previously mentioned noun. Examples are I, you, we, they, she, he, it, this, that, they. Pronouns fall into six categories: personal pronouns (I, you, they, we, he, she, it, me, us, them, him, her), possessive pronouns (my, your, our, their, her, his, its, mine, yours, his, hers, ours, theirs), reflexive pronouns (myself, yourself, themselves, ourselves, himself, herself, itself), reciprocal pronouns (each other, one another), relative pronouns (who, whom, whose, which, that), and demonstrative pronouns (this, these, that, those).

## 3. Verbs

According to Hatch and Brown (1995: 222), verbs signify action. A verb is a word that expresses the action or state of the subject. There are some kinds of verbs: action verbs (eat, see, drink, run, jump, et cetera.), linking verbs (is, am, are, was, were, et cetera.), and helping verbs (has, have, had, is, am, are, was, were).

## 4. Adjectives

Adjectives describe the characteristics of nouns, giving more detailed information about an object in a sentence. This guide explains how to use adjectives effectively in conversation. For instance, "She is pretty." or "He is sick."

## 5. Adverb

Adverbs are words that modify verbs, adjectives, clauses, and other adverbs. Adverbs provide essential details about how, when, or where something happened. In this study, the researcher focuses on adverbs of manner (quickly, quietly, gracefully, et cetera.), adverbs of time (tomorrow, later, soon, et cetera.), adverbs of place (everywhere, nearby, upstairs, et cetera.), and adverbs of frequency (never, sometimes, rarely, et cetera.).

## 6. Prepositions

Preposition is a word that connects nouns or pronouns to other words to form a prepositional phrase in a sentence. Examples include on, besides, across, through, and among.

## 7. Conjunction



Conjunction is a word that connects words, phrases, or clauses to indicate relationships between them. Examples include: or, yet, because, although, until, while.

#### 8. Determiner

A determiner is a word placed before a noun to limit its meaning. There are three types of determiners: definite articles (the), indefinite articles (a, an, another), and quantifiers (several, most, each, few).

To sum up, learning vocabulary requires comprehension of meaning, pronunciation, grammar, collocations, word formation, idioms, connotations, and register. In this study, the researcher will categorize words into nouns, verbs, adjectives, and adverbs for seventh-grade students at SMP Al Kautsar Bandar Lampung.

### **2.6 Media in Teaching Vocabulary**

Media in education is a strategic tool that plays a vital role in ensuring the success of the teaching and learning process. Its presence directly affects the dynamics of students' learning experiences, making it an essential component of modern education (Arsyad, 2011). According to Fadilah (2019), educational media includes everything that can be used to convey material from the teacher in a planned manner so that students can learn effectively and efficiently. The media must be able to stimulate students' thoughts, feelings, attention, and skills to encourage the learning process. Specifically, educational media can be materials, tools, or techniques used in teaching to facilitate educational interactions between teachers and students in a scientific, interactive, effective, and efficient manner.

Kristanto (2016:31-77) categorizes learning media into seven types: graphic media, 3D media, projection media, audio media, video media, multimedia/CAI, and e-learning/m-learning.

1. Graphic media, a type of visual media, uses symbols to convey messages, attract students' attention, and make lessons easier to understand. It helps highlight ideas or facts that are easily missed if only conveyed verbally. Pictorial explanations are easier to understand than verbal explanations; as the saying goes, "A picture speaks a thousand words." Examples of graphic

media include pictures, sketches, diagrams, charts, graphs, posters, cartoon pictures, and comics.

2. Three-dimensional media are educational aids that can convey messages through textured objects with height, width, and volume. This category of media includes real objects, both living and non-living, as well as replicas that represent the original object. Examples of 3D media include real media, models, and dolls.
3. There are two types of projection media: still-projected medium and motion-projected medium. Still-projected media is depicted using visual effects and projected using an overhead projector (OHP). Some of these media types are presented in an audio-only format, while some are presented visually only. This media is no longer widely used today due to the development of devices such as LCD projectors. Motion-projected media includes movies and PowerPoint slides.
4. Audio media is any media that uses sound to convey a message. This media can be in the form of tapes or discs and can be used to encourage students' thoughts, emotions, attention, and desire to learn. Examples of audio media include traditional audio mediums (tapes and radio), digital audio mediums (memory cards, audio streaming, and sound effects)
5. Video is an audiovisual media that can be used to channel messages and stimulate the mind, feelings, attention, and willingness of the learner to encourage a better learning process. The content presented is either factual (important events) or fictitious (stories) and can be informative, educative, and instructive.
6. Multimedia computers have vast characteristics. They are a unified system of hardware, software, and other supporting equipment. This media has very broad characteristics and limitations because it can function as audio and visual media. Examples of multimedia include drills, tutorials, simulations, and games.
7. E-learning is a generic term for all technology-assisted learning using various teaching and learning tools such as telephone lines, audio and video tapes, teleconferencing, satellite transmission, and the more familiar web-

based training or computer-assisted instruction, often called online courses. Meanwhile, M-learning is a learning activity using an android-based mobile phone / mobile phone connected to the internet network designed for student-centered learning, is interactive and facilitates learning activities for everyone, which is not limited by place, time, and distance, and can be for individual or classical (group) learning.

Wordwall.net fits into the e-learning/m-learning category because it uses web-based technology to support learning. Wordwall.net can be accessed through various internet-connected devices such as computers, tablets, and smartphones. This allows students and teachers to access learning materials anytime and anywhere. The platform offers various interactive activities such as quizzes, word games, picture matching, and more. This interactivity helps increase students' engagement in the learning process, making them more active and motivated to learn, which is one of the main characteristics of e-learning. The platform also supports collaboration between students and teachers through online sharing and collaboration features. Teachers can share assignments and quizzes directly with students and receive real-time feedback. This supports better interaction and communication, essential elements in technology-based learning. With these various features, Wordwall.net utilizes web-based technology to create a learning environment that is flexible, interactive, and accessible to anyone.

## **2.7 Wordwall.net**

A Word Wall consists of a collection of words arranged on a classroom wall, bulletin board, or whiteboard for easy reference (Cronsberry, 2004, p. 3). However, now the wordwall can be accessed in a digital form based on the game website Wordwall.net. The goal is for students to experience a more engaging learning process, actively participate in each activity, and enhance their comprehension and abilities.

Wordwall.net helps students grasp vocabulary more effectively by supporting both online and offline learning methods (Putri, 2020). Wordwall.net encourages an interactive learning style, encouraging students to engage competitively with their

peers in the learning process (Purnamasari, et. al 2022). This competitive engagement helps motivate students to actively participate and stay interested in the material. Furthermore, Wordwall.net is a website that educators can easily use for language learning. Many templates can be used for various activities. The template includes interactive games, quizzes, and exercises that suit different learning styles and preferences. Teachers can customize these activities to suit their lesson plans and learning objectives, making it a flexible tool for diverse educational needs.

The Wordwall.net website's user-friendly design ensures that teachers and students can use the platform easily, maximizing its potential as an educational resource. By incorporating Wordwall.net into their teaching strategies, teachers can design a more dynamic and efficient learning atmosphere that encourages active student participation and success in learning activities.

### ***2.7.1 Procedure of How to Use Wordwall.net***

Here are the steps to use the Wordwall.net website:

1. Open the wordwall.net website on a cellphone or laptop.
2. Log in by entering an email and password.
3. Choose an activity.
4. Select a template to use.
5. The teacher creates clues and answers for the students.
6. Click "done."
7. Set the speed, level, and timer.
8. Finish.

If the game was already created, the teacher could share the game link with the students, allowing them to work on it. The researcher documented the outcomes of using Wordwall.net and distributed them to the students.

Here are the steps to use Wordwall.net website in the learning activities:

#### **“Match Up” Match the Description**

1. Students open the link sent by the teacher via google on their smartphone

2. After that click the start sign for “Match Up”
3. In the activity, students can drag the picture to the correct description (There are 5 pictures and 5 descriptions)
4. Once students done answering, they can click submit answer.
5. Then, they can see their score directly.

In conclusion, Wordwall.net is a highly user-friendly tool for teaching vocabulary to students. Using Wordwall.net in learning activities helps teach vocabulary and linguistic elements in Descriptive Text interactively. Students first observe and study the website with guidance from the teacher, then access it through their mobile phones to practice identifying text structures and elements. After completing the task, they submit their answers to the teacher, making the learning process interesting and integrated with technology.

## **2.8 Wordwall.net in Teaching Vocabulary**

Teachers should use varied and interactive learning media to improve student learning. One of the interactive and effective media is Wordwall.net. This approach aims to make learning more enjoyable, help students become more open and confident, and improve their understanding and skills (Purnamasari et al., 2022).

According to Anggreini et. al (2023) to start using Wordwall.net in teaching vocabulary, teachers must first create an account on the platform. Once logged in, they will be presented with a variety of templates specifically designed for vocabulary acquisition. These templates include options such as matching games, word searches, and fill-in-the-blank activities, all of which facilitate active learning by encouraging students to interact directly with the content. The process begins by selecting the template to be used in the learning process, then entering a list of vocabulary words along with their definitions or usage examples. Then, the teacher starts by introducing the activity to the students, explaining its purpose, and demonstrating how to use the platform. To do this, use tools such as a projector to help students understand the task at hand. After that, students are encouraged to complete the activity independently or in small groups, encouraging collaborative

learning and allowing them to build their own understanding of the vocabulary. After the activity is completed, a class discussion is conducted to review the vocabulary and its meaning. Students are encouraged to share their answers, and any misunderstandings that occur can be addressed. Feedback is given immediately, highlighting correct answers, and explaining mistakes, which reinforces learning and helps to address gaps in understanding.

This process has proven effective in teaching vocabulary using wordwall.net. Teachers can also add additional activities using the templates on wordwall.net to reinforce vocabulary. In addition, encouraging students to use new vocabulary in sentences or short paragraphs helps transfer knowledge from recognition to production, reinforcing their understanding and ability to use words in context.

### **1.9. Advantages and Disadvantages**

Utilizing Wordwall.net as a resource for learning English vocabulary comes with both benefits and drawbacks. Here are some of them:

#### ***2.9.1 Advantages of Wordwall.net***

1. Wordwall.net offers dynamic activities that enhance vocabulary learning by making it more interactive and fun. This engaging method helps sustain students' enthusiasm and motivation.
2. Educators can effortlessly design and adapt activities to align with the learning process and students' requirements. Additionally, the platform's user-friendly nature allows students to navigate it with ease, reducing frustration and optimizing learning time.
3. Wordwall.net offers various activities, such as quizzes, matching games, and word searches, that meet different learning styles and preferences. This variety helps strengthen vocabulary in different ways.
4. Students receive immediate feedback on their performance, which helps them understand their mistakes and instantly learn the correct answers.

5. Wordwall.net's engaging activities promote active student involvement throughout the learning experience.

### ***2.9.2 Disadvantages of Wordwall.net***

1. The free version of Wordwall.net offers limited access to activities and features. While this is understandable for a subscription-based service, it may restrict some activities to those without a premium account.

2. Wordwall.net requires an internet connection to access and use its features. This can be a limitation in areas with difficult internet access or for students who need consistent online connection at home.

3. Some students may find the graphics and animations distracting rather than helpful. Teachers must balance visually stimulating content when using this media.

4. Wordwall.net is an excellent for learning vocabulary because it offers interactive and customizable activities that keep students engaged and motivated. However, the free version has limited features and needs an internet connection, and some students might find the visuals distracting. Overall, it is a useful tool when used thoughtfully.

### **2.10 Theoretical Assumption**

Mastering vocabulary is essential in language learning, and utilizing Wordwall.net as a learning tool offers an interactive and engaging approach to enhancing students' vocabulary proficiency.

When it comes to language learning, Wordwall.net has a lot of potential. By using Wordwall.net as a medium, students can expand their vocabulary in an engaging and effective way. Wordwall.net can be the best option to improve students' vocabulary because it offers interactive visuals that are easy to make and operate and capture students' attention. With a more engaging learning process, students often feel more motivated to learn new English words. In the end, this approach can greatly enhance students' enthusiasm and active participation in language learning. In addition, Wordwall.net provides various games and activities that make learning fun and stimulating. Students can practice new words in different contexts, which

helps them understand them better. Teachers can also customize activities to suit students' learning pace and level, ensuring every student can benefit from the exercises.

In conclusion, using Wordwall.net as a tool for vocabulary learning can significantly improve students' language skills by making the learning process more interactive, engaging, and effective.

### **2.11 Hypothesis**

Referring to the background of the problem above and the theoretical assumption above which have been assumed, the researcher formulates the hypothesis as follows:

H<sub>1</sub>: There is a significant difference in students' vocabulary achievement after being taught using Wordwall.net as a media.

This chapter has explained vocabulary, teaching vocabulary, aspects of vocabulary, media in teaching vocabulary, procedure of wordwall.net in teaching vocabulary, advantages and disadvantages, theoretical assumption, and hypothesis.



### III. METHODS

This chapter explains about research design, variables, data source, instruments, procedure of data collection, data analysis, data treatment, and hypothesis testing.

#### 3.1 Design

This study employed a quantitative research approach to determine whether Wordwall.net enhances students' vocabulary skills. A one-group pre-test and post-test design was utilized, where students completed assessments both before and after the intervention. The formula is presented as follows:

$$T1 \times T2$$

Notes:

T1 : Pre-test for students' vocabulary achievement before treatment is given.

T2 : Post-test for students' vocabulary achievement after treatment is given.

X : Teaching vocabulary through Wordwall.net website.

(Setiyadi, 2018)

#### 3.2 Variables

This research consisted of an independent variable and a dependent variable. Wordwall.net is classified as an independent variable (X) because it is assumed that using Wordwall.net could improve students' vocabulary achievement. The student's vocabulary is classified as a dependent variable (Y) because it is expected that

students' vocabulary achievement could improve because of using Wordwall.net to learn vocabulary.

### **3.3 Population and Sample**

The population in this study were first-year Junior High School students. The selected sample included 30 seventh-grade students from class 7-I at SMP Al Kautsar Bandar Lampung.

### **3.4 Instrument**

An instrument serves as a means for gathering data. This study utilized a vocabulary test, including both a pre-test and a post-test, as its research method. The test focused on content words—nouns, verbs, adjectives, and adverbs. It consisted of 40 multiple-choice questions, each with four answer options: a, b, c, or d. Students were required to select the correct answer.

The quality of the instrument is said to be good if the test has good validity and reliability. In this research, the researcher uses the test results to measure validity, reliability, level of difficulties, and discrimination power.

#### **3.4.1 Validity**

Setiyadi (2018: 19) explains that validity is how well a measuring instrument measures what should be measured. Validity checks whether the research assessment tool is accurate and provides consistent research results.

Therefore, the two types of validity below will provide evidence to achieve the validity of the test:

#### **a. Content Validity**

Content validity means checking whether a test measures a good sample of the subject content. It is about more than how the test looks; it is about whether it covers enough topics. We must clearly define what we want to measure to ensure content validity. If the test is about course content, then the questions should match the material taught in the course (Hatch & Farhady, 1982). To achieve content validity, the researcher created the test

based on indicators from the syllabus. The researcher used data from the syllabus to assess how closely the test items matched the test objectives to see how well they matched. The researcher used vocabulary that the first-grade students of Junior High School should understand. The test focused on words related to the material or topic from the syllabus. The test items included vocabulary such as nouns, verbs, adjectives, and adverbs. The vocabulary was randomly selected using systematic random sampling. The following is the table of distribution of the vocabulary test.

**Table 3.1 Distribution of The Vocabulary Test**

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

b. Construct Validity

When evaluating measuring instruments, construct validity is crucial, especially when assessing multiple indicators related to a single concept. If an instrument focuses on one specific aspect, such as vocabulary, construct validity can be examined by analyzing all test items (Setiyadi, 2018). To ensure the test's construct validity, the researcher will design it based on vocabulary skill classifications. This study specifically targets nouns, verbs, adjectives, and adverbs. Students are required to select the correct answers from the given questions to assess their vocabulary proficiency.

### **3.4.2 Reliability**

Setiyadi (2006) explains that reliability is how consistent a measurement is. Reliability indicates the accuracy of the test scores. The researcher used the split

half method to check the reliability of this study, and divided the 50 vocabulary tests into 2 groups, distinguishing them based on odd and even numbers. To measure the coefficient of reliability between odd and even groups, the research used Pearson Product Moment as follows:

$$r_1 = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Notes:

- $r_1$  : Pearson correlation coefficient  
 $n$  : Number of data pairs  
 $x$  : The value of the odd numbered items  
 $y$  : The value of the even numbered items  
 $\sum xy$  : The sum of each pair of x and y values  
 $\sum x$  : The total value of x variable  
 $\sum y$  : The total value of y variable  
 $\sum x^2$  : Total score of all x values  
 $\sum y^2$  : Total score of all y values

After calculating the coefficient correlation between odd and even numbers, researcher used the Spearman-Brown Prediction Formula to find out the overall reliability of the test as follows:

$$r_k = \frac{2 x r_1}{1 + r_1}$$

Where:

- $r_k$  : The reliability of the whole test  
 $r_1$  : The reliability between odd and even number

The criteria of reliability are:

- 0.80-1.00 : Very high

|           |            |
|-----------|------------|
| 0.60-0.79 | : High     |
| 0.40-0.59 | : Average  |
| 0.20-0.39 | : Low      |
| 0.00-0.19 | : Very low |

(Arikunto, 1998:260)

The results of both the split half reliability and the Spearman-Brown reliability method produced high results, which is 0.713 for the split half method and 0.832 for the Spearman-Brown method. Both have high reliability, despite using different methods in testing the reliability of vocabulary test (Appendix 4). With this, it can be stated that the measurements are reliable and dependable despite the difference in the method of calculation. As we can see in Table 3.2

**Table 3.2 Reliability Statistic by Using SPSS**

**Reliability Statistic**

|                                |                |      |
|--------------------------------|----------------|------|
| Correlation Between Forms      |                | .713 |
| Spearman-Brown Coefficient     | Equal Length   | .832 |
|                                | Unequal Length | .832 |
| Guttman Split-Half Coefficient |                | .809 |

### **3.4.3 Level of Difficulty**

The level of difficulty reflects how challenging or simple a test item is for the test-takers to answer correctly (Heaton, 1975). To determine the difficulty level of the test items, the researcher applied the following formula:

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

Where:

LD : level of Difficulties

U : The number of students who answer correctly in the upper group

L : The number of students who answer correctly in the lower group

N : The total of students following the test

The criteria are:

<0.30 : Difficult

0.30 – 0.70 : Average

>0.70 : Easy

**Table 3.3 Level of Difficulty of Test Items**

| No | Number of Items   | Computation | Criteria  |
|----|---|-------------|-----------|
| 1  | 50  | <0.30       | Difficult |
| 2  | 2,3,5,6,7,8,9,10,12,13,14,15,16,17,18,20,<br>,21,22,23,24,25,26,27,28,29,31,32,33,<br>34,35,36,37,38,39,40,41,42,43,<br>44,45,46,47,48,49 | 0.30-0.70   | Average   |
| 3  | 1,4,11,19,30  | >0.70       | Easy      |

The level of difficulty was categorized into three sections. The first section was categorized as “difficult” with a computation of less than 0.30 and only 1 difficult question. In the second category “Average” there were 44 questions whose computation varied between 0.30 and 0.70. Finally, for the “Easy” category, there are 5 questions that fall into the computation >0.70.

#### **3.4.4 Discrimination Power**

Discrimination power is the ability of the item to differentiate between the high-level and low-level students on the test. It indicates whether those who do well on the overall test also perform well on individual items. This is based on the idea that the total test score accurately reflects a student’s ability (Heaton, 1975). To know the discrimination power of the test, the researcher used the formula as follows:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Notes:

DP : Discrimination power

U : The total of correct answer of the upper group

L : The total of correct answer of the lower group

N : Total number of students

The criteria are:

DP: 0.00 – 0.19 : Poor

DP: 0.20 – 0.39 : Satisfactory

DP: 0.40 – 0.69 : Good

DP: 0.70 – 1.00 : Excellent

DP: - (Negative) : Bad items (Should be omitted)

**Table 3.4 Discrimination Power of Test Items**

| Number of Items  | Computation | Criteria     | Decision     |
|--|-------------|--------------|--------------|
| 3,12,13,19,20,25,26,30   | - Negative  | Bad<br>Items | Dropped      |
| 7,22   | <0.20       | Poor         | Dropped      |
| 1,4,5,6,9,10,11,21,23,24,27,28,29,<br>31,32,33,35,36,38,39,40,41,43,44,4<br>5,46,47,48,49,50 | 0.40 – 0.69 | Good         | Administered |
| 2,8,34,37,42   | >0.70       | Excellent    | Administered |

Based on the data above, for computation (-negative) and less than 0.20 of the Bad Items and Poor criteria, which is where these items must be eliminated or dropped

because they do not meet the discrimination of upper and lower groups properly. Meanwhile for Good and Excellent criteria, where the computation varies between  $>0.40$  to  $>0.70$  and above, then the items is administered.

### **3.5 Procedure of Data Collection**

In collecting data, this study used the following steps:

#### **1) Determining population and sample**

The population of this study were students of SMP Al Kautsar Bandar Lampung. The researcher chose one class randomly from the first-grade students as the experimental class.

#### **2) Selecting materials for treatment**

In selecting materials for vocabulary treatment, the researcher used wordwall.net as an interactive media from the internet. The teacher used various templates on wordwall.net and created creative media so that students could easily understand.

#### **3) Conducting pre-test**

The pre-test was administered during the first session to assess students' prior knowledge and vocabulary skills before any instructional intervention. In this test, students were required to respond to vocabulary questions and follow the teacher's given instructions.

#### **4) Implementing the treatment**

Following the pre-test, the experimental class received instruction using Wordwall.net as a learning tool. The treatment was conducted over three sessions, all delivered in person.

#### **5) Conducting post-test**

To evaluate the improvement in students' vocabulary skills, a post-test was administered in the experimental class after the treatment. This assessment consisted of a vocabulary test where students were required to answer a set of questions.



#### 6) Analyzing test results (pre-test and post-test)

Following the evaluation of the pre-test and post-test results, the data were processed using SPSS. To ensure objectivity in the assessment, two raters were involved in the evaluation. The researcher will analyze students' performance by comparing the results between the pre-test and post-test to see if there is a positive or negative impact on the achievement of students' vocabulary achievement.

This research seeks to examine the effectiveness of Wordwall.net as an interactive tool for vocabulary learning among first-grade students at SMP Al Kautsar Bandar Lampung. Through pre-test and post-test assessments, the study evaluates students' vocabulary proficiency before and after the intervention. The data were analyzed using SPSS to determine whether Wordwall.net positively or negatively influences students' vocabulary development.

### 3.6 Data Analysis

After the data is collected, the researcher used the following format by Arikunto (1998) to score the students tests:

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

Notes:

S : Score of the text

R : Right answer

N : Total of the items

After scoring the pre-test and post-test, the researcher calculated the average score of both the pre-test and post-test by using the formula below:

$$M = \frac{\sum X}{N}$$

Notes:

M : Mean (average score)

X : The total of students' score

N : Total of number of the students

By comparing the average scores of the pre-test and post-test, the researcher can determine the impact of the treatment on students' vocabulary achievement.

### 3.7 Data Treatment

To assess whether students' vocabulary achievement improved after the used of Wordwall.net, the researcher employed a quantitative method to address each research question. In this research, the researcher used the following procedures:

#### a. T-Test

The data were analyzed by using SPSS (Statistical Program for Social Science) t-test to find out if there was any significant improvement on students' vocabulary achievement after being taught using Wordwall.net.

#### b. Normality Test

The researcher used a normality test to find out whether the data were distributed normally or not. The hypotheses formulated as follows:

H<sub>0</sub>: The data is distributed normally

H<sub>a</sub>: The data is not distributed normally

In this research, the criteria for normality is if the significance value  $> .05$ , 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.

### 3.8 Hypothesis Testing

Once the data were gathered, the researcher conducted an analysis to determine whether the use of Wordwall.net in the learning process led to a notable improvement in students' vocabulary achievement. To test the hypothesis, a T-Test was applied at a 0.05 significance level, assessing whether the proposed hypothesis should be accepted or rejected. The formulated hypothesis is as follows:

H<sub>0</sub> = There is no significant difference in students' vocabulary achievement after being taught by using wordwall.net as a media in the learning process

H<sub>1</sub> = There is a significant difference in students' vocabulary achievement after being taught by using wordwall.net as a media in the learning process

This chapter has explained about research design, variables, data sources, instruments, data collection procedures, data analysis, data processing, and hypothesis testing.

## **V. CONCLUSION AND SUGGESTION**

This chapter is a conclusion drawn from the research findings and discussion, along with suggestions for future teachers and researchers interested in using Wordwall.net as a teaching tool to improve vocabulary achievement.

### **5.1 Conclusion**

This study was conducted to find out whether there was a significant improvement in students' vocabulary achievement after being taught using Wordwall.net as a learning media. The findings revealed that the use of Wordwall.net led to a considerable improvement in students' vocabulary achievement in descriptive texts at SMP Al Kautsar Bandar Lampung. This was reflected in the increase of students' average scores, rising from 56.3 in the pre-test to 82.3 in the post-test, with a substantial gain of 26 points. Furthermore, the result of the paired sample t-test showed a significance value of 0.000, which is lower than 0.05, confirming that the improvement was statistically significant. These results demonstrate that there was a significant difference in students' vocabulary achievement after the use of Wordwall.net. Throughout the learning process, Wordwall.net provided an engaging and interactive platform that helped students to better understand, practice, and strengthen their vocabulary. The various activities, visual elements, and game-based features contributed to an engaging learning environment that kept students motivated and actively involved.

### **5.2 Suggestion**

Based on the results of this research, several recommendations are provided for teachers and future researchers interested in utilizing or further exploring Wordwall.net:

### 1. Suggestions for Teachers:

When using Wordwall.net in the classroom, teachers should anticipate several challenges. Students may initially be unfamiliar with the platform, so it is important to provide a short, clear tutorial before starting the lesson. Allowing students to work in small groups can also help, as those who are more familiar with technology can assist their peers. Teachers should also remind students to stay focused on the learning goals, not just on winning the games, and select activities that directly support the lesson objectives. Setting a time limit for each activity can help maintain students' attention. In case of internet issues, it is suggested to prepare offline alternatives such as printed worksheets. Finally, because students' vocabulary skills may vary, forming mixed-ability groups can encourage peer learning and ensure that all students benefit from the activities. With careful preparation and management, Wordwall.net can be an effective and enjoyable tool for improving students' vocabulary achievement.

### 2. Suggestions for Future Researchers:

Future researchers are encouraged to apply Wordwall.net to different types of texts beyond descriptive text, such as narrative, recount, or procedure texts, to observe its broader effectiveness. In addition, future studies could explore combining Wordwall.net with other learning media or teaching techniques to make learning more engaging and effective. Looking into how Wordwall.net affects students' vocabulary over time could help improve ways of using technology in language learning.

This chapter has explained about conclusion from the research findings and discussion, and suggestions for future teachers and researchers interested in using Wordwall.net as a teaching tool to improve vocabulary achievement.

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