

Improving English Vocabulary Learning With Wordwall Learning Media For Student of SMP Negeri 3 Penebel

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Abstract

This study aims to determine the mastery of English vocabulary before and after the implementation of the use of Wordwall in class VIIB students of SMP 3 Penebel and to determine the effectiveness of the use of Wordwall media on students' mastery of English vocabulary. This study is an experimental study with a one-group pretest and posttest design. The results of data analysis show that there is an increase in vocabulary mastery after the implementation of the use of Wordwall media in vocabulary learning. This increase is indicated by the rise in the average score of students before the implementation of the use of Wordwall media in learning to 77.33 points. Students also experienced an increase in understanding in the use of prepositions of place, the use of there is and there are, and are able to use vocabulary that has been understood in making extracurricular activity sentences. The supporting factor of the use of this media is that the many variations provided by Wordwall make students more motivated to participate in learning actively. Based on the N-Gain test, 25 students or 83.33%, experienced moderate improvement, one student experienced 3.33% improvement, or high improvement, and four students, or 13.33%, experienced low improvement. Furthermore, the questionnaire results completed by students showed a positive response from students.

Keyword: English vocabulary, Wordwall, Learning Media, student

Abstrak

Penelitian ini bertujuan untuk mengetahui penguasaan kosakata bahasa Inggris sebelum dan setelah diterapkannya penggunaan *Wordwall* pada siswa kelas VIIB SMP 3 Penebel serta untuk mengetahui efektivitas penggunaan media wordwall terhadap penguasaan kosakata bahasa Inggris siswa. Penelitian ini adalah penelitian eksperimental dengan desain *one-group pretest* dan *posttest* dengan pendekatan kuantitatif dan kualitatif. Hasil analisis data menunjukkan bahwa adanya peningkatan penguasaan kosakata setelah diterapkannya penggunaan media *Wordwall* dalam pembelajaran kosakata. Hal ini ditunjukkan dengan adanya peningkatan nilai rata-rata siswa sebelum penerapan ialah 58,5 poin, sedangkan sesudah penggunaan media *Wordwall* dalam pembelajaran menjadi 77,33 poin. Siswa juga mengalami peningkatan pemahaman dalam penggunaan *preposition of place*, penggunaan *there is* dan *there are*, dan mampu menggunakan kosakata yang telah dipahami dalam membuat kalimat *extracurricular activity*. Faktor penunjang dari penggunaan media ini ialah dengan adanya banyak variasi yang disediakan *Wordwall* membuat siswa lebih termotivasi aktif ikut serta dalam pembelajaran. Berdasarkan uji N-Gain diperoleh 25 siswa atau 83,33% mengalami peningkatan dengan kategori sedang, 1 siswa mengalami peningkatan 3,33% atau dalam kategori tinggi dan 4 atau sebanyak 13,33% mengalami peningkatan dengan kategori rendah. Selain itu, hasil kuesioner yang telah diisi oleh siswa menunjukkan respons positif siswa

Kata kunci : Kosakata, Wordwall, Media Pembelajaran, Siswa

1. Pendahuluan

English is a subject taught at all levels of education in Indonesia. Mastery of English not only helps students understand global information but also provides essential skills for facing competition in the digital age. English plays a crucial role because spoken and written information in this highly advanced era uses English to facilitate understanding. Therefore, mastery of English is expected to provide opportunities for students to receive and understand information from various countries around the world. However, in practical learning at school, vocabulary mastery remains a significant challenge faced by students.

Vocabulary is a very important element and is the key to learning a foreign language. According to Kridalaksana (2001:89), vocabulary is the wealth of words possessed by a reader or writer of a language. The wealth of vocabulary possessed can also determine the quality of our language skills. Nurgiyantoro (2001:146) says that vocabulary is a stockpile of words or anything contained in a language. The more words a person uses, the more ideas or concepts they master, allowing them to convey their ideas well and effectively. Therefore, vocabulary is the most essential element that students have to master to master the other four language skills. English is a subject taught at all levels of education in Indonesia. Mastery of English not only helps students understand global information but also provides essential skills for facing competition in the digital age. English plays a crucial role because spoken and

written information in this highly advanced era uses English to facilitate understanding. Therefore, mastery of English is expected to provide opportunities for students to receive and understand information from various countries around the world. However, in practical learning at school, vocabulary mastery remains a significant challenge faced by students.

Several factors can cause difficulty learning vocabulary. According to research conducted by Khaerati (2021), internal factors such as students' lack of motivation and interest in learning English are the leading causes of vocabulary difficulties. Furthermore, external factors such as uninteresting methods and minimal use of interactive media also contribute to poor vocabulary comprehension. Another study by Tambunsaribu and Galingging (2021) found that students often feel bored with traditional teaching methods, which tend to be monotonous, hindering their ability to memorize vocabulary.

From a teaching and learning perspective, media is a means of conveying information from teachers to students to achieve effective learning (Naz & Akbar, 2008). Learning media is used to stimulate students' thoughts, attention, and skills. Appropriate and innovative media can encourage student engagement in the learning process (Miarso, 2011). However, the reality often differs significantly from the desired outcome. Some teachers pay little attention to whether the media they use is appropriate for the students' ability levels. Some teachers still prefer to apply conventional methods, such as lectures, to all taught material. It is one factor that often causes students to

become bored during the learning process.

Along with the development of digital technology, online-based learning is increasingly in demand by students. Shafya et al. (2025) found that online platforms can significantly improve students' vocabulary acquisition skills in various educational settings in Indonesia. Quizlet and Wordwall, categorized as Technology Enhanced Learning (TEL), have proven to be highly effective in formal education environments. Meanwhile, Duolingo and Memrise, categorized as Mobile Assisted Language Learning (MALL), offer self-paced learning experiences and demonstrate considerable effectiveness, although with variations depending on the learning context and implementation. Online platforms are a valuable medium for improving vocabulary. It indicates a change in preferences in how to learn English, especially in the current generation who are very close to technology. By observing this phenomenon, this study aims to examine more deeply the difficulties students face in learning English vocabulary and identify the role of online media as a solution in learning. Thus, it is hoped that this research can contribute to developing more effective English learning methods that are appropriate to the needs of today's students.

Based on the interview results, class VIIB was chosen as the subject of this study. This study focuses on enhancing the English Vocabulary mastery of class VIIB students using Wordwall media. Success in the learning process often depends on actively involving students in the

teaching and learning process and creating an interactive learning experience. Wordwall media was chosen as the focus of this study because it offers a variety of games. Wordwall displays a variety of games, including puzzle, open-box games, flashcards, quizzes, and spinning wheels. Wordwall learning media has the potential to make learning enjoyable and fun for the students.

2. Metode Penelitian

This study employed a qualitative and quantitative descriptive approach (mixed method). Qualitative research is an approach that focuses on understanding or interpreting the meanings individuals assign to their experiences or social problems. This study employs an experimental research method, specifically a pre-experimental design, including a pre-test and a single-group post-test. According to Sugiyono (2020: 129-131), a pre-experimental design (one-group pre-test-post-test design) is an experimental design whose subjects are not selected randomly. The approach used in this study is qualitative and quantitative (mixed method). The mixed-methods approach is a research method that combines qualitative and quantitative methods. This mixed-methods research is employed simultaneously in the research activity to obtain more comprehensive, valid, reliable, and objective data (Sugiyono, 2021, p. 531). This study employs data collection methods that include participant observation, tests, and questionnaires. Participant observation is carried out by researchers in daily activities towards people as data sources.

The test in this study was in the form of questions given after

implementing CTL learning with wordwall media to grade VII students of SMP Negeri 3 Penebel. Posttest questions were used to assess students' mastery after implementing CTL learning with Wordwall media. These questions will contain questions about the meaning of words, connecting words with pictures (matching pictures), commands to construct sentences according to the words provided, and the function of the object. The note-taking technique was employed to record several forms relevant to the research and the use of language in writing (Mahsun, 2005:93). Specifically, it was used to document the results of the vocabulary mastery test in English.

Observations were conducted during treatment and learning activities using CTL learning with wordwall media. This method involved observing student activities in learning vocabulary in English. The results of the observations were used as indicators to determine the supporting and inhibiting factors of the CTL learning model. The technique used was direct observation. Namely, data was collected by observing the research subjects directly with the help of tools that had been provided, such as observation attachments. The researcher also employed a recording technique, which involved directly observing the process of implementing classroom actions and recording the results of the observations.

According to Sugiyono (2013), a questionnaire is a method of collecting data in which respondents are presented with several written questions. The questionnaire contains questions about students' opinions based on their

feelings and experiences after implementing CTL learning with WordWall media to improve vocabulary mastery in English. The questionnaire is administered at the end of the classroom action meeting, utilizing indirect communication techniques where students act as respondents and answer each question according to their feelings during the implementation of CTL learning with Wordwall media. Documentation is also used as an additional data collection technique to complement the information obtained through observation and interviews. The documents collected include teaching modules and teacher notes related to English learning. This documentation provides an overview of the learning planning implemented by the teacher.

This study uses formal and informal methods. Data presentation with formal methods is used to present quantitative data, such as student grades, while informal methods are used to present qualitative data, including student answers in sentence completion tasks and interview results, which are often presented informally.

3. Results and Discussion

This section presents the results of the study and discusses them in detail based on the data obtained in the field. The results of the study on improving English vocabulary learning with Wordwall media for students of SMP Negeri 3 Penebel were analyzed both qualitatively and quantitatively, using data obtained from the pretest and posttest to compare abilities before and after treatment.

3.1 English Vocabulary Usage Ability Before The application

The analysis of the first problem formulation, specifically regarding the English vocabulary mastery ability of grade VII students at SMP Negeri 3 Penebel before the implementation of the WordWall media, is divided into two types of analysis: quantitative and qualitative data analysis. Quantitative analysis was conducted to determine the percentage of students' average scores before the implementation of the use of wordwall media. Qualitative analysis in this study provides a descriptive analysis of the results of the test items and student work in the form of descriptions.

The pretest aims to determine the formulation of objectives to be achieved in the learning process, so that by conducting a pretest, teachers can evaluate the level of student knowledge before the learning process by referring to the test results obtained. The results of the pretest that have been conducted show that one student has the highest score of 90, and the lowest score is 20. Obstacles in carrying out the pretest are the lack of vocabulary owned by students, and a lack of interest in learning.

3.1.1 Qualitative Analysis of Pretest

After being given a pretest consisting of multiple-choice questions and an essay, the individual student scores were determined. Based on the scores obtained by students, the highest, lowest, and average scores can be identified as follows.

| | |
|------------------|------|
| Nilai tertinggi | 90 |
| Nilai terendah | 20 |
| Nilai rata- rata | 58,5 |

Table 3.1 Pretest Score

Along with the development of digital technology, online-based learning is increasingly in demand by students. Shafya et al. (2025) found that online platforms can significantly improve students' vocabulary acquisition skills in various educational settings in Indonesia. Quizlet and Wordwall, categorized as Technology Enhanced Learning (TEL), have proven to be highly effective in formal education environments. Meanwhile, Duolingo and Memrise, categorized as Mobile Assisted Language Learning (MALL), offer self-paced learning experiences, and 30 students attended the pretest. The average score of the students' pretest results was 58.5 points, with the highest score being 90 points, while the lowest score was 20 points. From the results of the students' pretest scores, the range of student achievement can be depicted as shown in the bar chart above. The range of student achievement scores with points 0-20 was two students, the range of scores 21-40 was three students, the range of scores 41-60 was 12 students, the range of scores 61-80 was 11 students, and the range of scores 81-100 was two students.

3.1.2 Qualitative Analysis of Pretest

The pretest given to students consisted of 10 multiple-choice questions and five essay questions. The student's answers before the treatment were described descriptively.

(3-1) Which of the Following expression ask for direction?

- a. Could you please show me your map?

- b. Could you tell me the way to the train station?
- c. Could you tell me the owner of the bank ?
- d. Do you know where I am ?
- e. What do you think about this dress?

In the first pretest question, according to (3-1), 16 participants answered multiple choice A, which was a question asking someone to show them a map. A total of 10 people answered multiple choice B correctly, which was the correct answer in showing the direction to a place, namely the train station. Finally, four students answered multiple choice D, which was a question asking where they were.

The following is the ability to master English vocabulary before applying the use of Wordwall media in English learning for essay questions.

1. How do you ask direction to someone at your school ?

(3-3) excuse me can you tells me

The sentence "excuse me, can you tell me" is a common expression used to request information or directions. "Excuse me" is a phrase that functions as a polite expression. "Can you" is a statement that uses the modal "can" to ask for permission or ability. "Tell me" is a phrase that functions as a request for information, where "tell" is a verb that indicates the act of telling. In this sentence, there is an error in the form of the verb "tells" which should be "tell" because the subject "you" requires the base form of the verb. The sentence "Excuse me, can you tell me?" is incomplete because it does not state what is wanted to know. It would be better to

add an explanation, such as "Excuse me, can you tell me where the nearest bus stop is?". The sentence in (3-3) is an effective expression for asking for directions. However, in its use, it is important to pay attention to the correct grammatical structure, the appropriateness of the subject and verb, and the completeness of the information requested.

(3-4) can you talk me where hospital

In sentences (3-4), the word "can you" is a phrase that uses the modal "can" to form a question that asks for permission or ability. "talk me" is not appropriate in the context of a request for information. "where hospital" is incomplete and does not follow the correct structure. The use of the verb "talk me" is usually followed by the preposition "to" or "with" when referring to the person being spoken to. It should be "can you tell me..." to ask for information. In this sentence, there is a lack of structure in the question "where hospital". In the context of a request for information, it should be written "where the hospital is" to follow the sentence structure of a question. The correct sentence should be "can you tell me where the hospital is?". To improve this sentence, it is important to use the correct verb and follow the correct sentence structure in the context of a request for information.

3.1.3 Procedures for implementing contextual learning models employed in the learning and teaching of students at SMP Negeri 3 Penebel

This analysis explains the procedures for implementing contextual learning that took place in the classroom before the posttest was administered to students at SMP Negeri 3 Penebel. The following are

the procedures or stages implemented in accordance with the principles of the contextual learning model.

1) Constructivism

In this study, the constructivism implementation procedure was implemented through activities where students were instructed to name several English vocabulary words based on asking and giving directions material they knew from their immediate environment. Based on the results of the pretest, several students still had spelling errors. Therefore, the anagram and word search features on the word wall were used to help them improve their spelling.

Steps for implementing the wordsearch feature:

(1) Students are given the challenge of "finding vocabulary related to extracurricular activities and objects at school."

(2) They explore the school environment, record and present their results.

The Wordwall feature used is a word search. Wordsearch helps students enrich and remember vocabulary related to specific themes, such as extracurricular activities (basketball, scouts, volleyball, dance club), and school objects (blackboard, desk, canteen, laboratory, uniform). By searching for words in this word search format, they practice correct spelling and improve concentration and focus.

2) Question and Answer

The classroom Q&A procedure was implemented by the teacher, guiding students to ask questions about unfamiliar English vocabulary. The teacher answered and explained the material on asking and giving directions, the use of "there is" and "there are," and the use of "like" and "dislike" in the extracurricular material in a

complex manner based on the theory used in the lesson.

Principle: The teacher explored students' understanding and encouraged active questioning.

Implementation: The teacher asked prompting questions such as: "What do you know about asking and giving directions?"

The wordwall feature used was "open the box," which contained questions about vocabulary for asking and giving directions. The "open the box" feature encouraged students to answer random questions from a box related to directional vocabulary, such as "turn left," "go straight" (adverb). The use of words like "behind," "in," "on," "at," "in front of," "next," "near" (preposition or adverbial phrase), and "across from," "beside" (preposition) were also used.

3) Inquiry

The inquiry activity procedure implemented was the basis of this research itself. Observations indicated that students lacked in-depth knowledge of English vocabulary. This inquiry procedure utilized a quiz game on a word wall.

4) Learning Community

The activity of creating a learning community in this study was implemented by students forming study groups and exchanging ideas about asking and giving directions in English, linking them to character values, and creating group exercises based on shared thinking.

5) Modeling

The modeling activity procedure is simply implemented by providing a sample dialogue in the dialogue practice activity, which contains examples of asking and giving directions.

The feature used is flashcards. The purpose of using the flashcard feature is to enable students to use randomly generated vocabulary in pair conversations effectively and confidently, both in sentence form and in relevant contexts. The vocabulary used in this feature is related to rooms and objects in the school environment, such as the canteen, headmaster's room, library, laboratory, computer lab, counselor's office, restroom, auditorium/hall, staff room, whiteboard, projector, trophy, flag, ink, pencil case, school security guard, and mop.

Learning Situation:

Students are formed into pairs (two people per group).

Student A acts as the "clue giver" (provides clues or explanations).

Student B acts as the "answerer" (guesses or names vocabulary words).

Example:

Student A: "It is a place where you borrow books."

Student B: "Library."

In this activity, some students still don't know the vocabulary words for the counselor's office, hall, headmaster's room, storage room, mop, pencil case, etc.

6) Reflection

In this study, reflection was implemented through the teacher's initiative of asking and reassuring students whether there was anything they didn't understand about what the teacher had explained.

7). Authentic assessment

The procedures implemented in class include correcting student practice results and evaluating each meeting and providing conclusions on what was learned that day.

3.2 English Vocabulary Mastery after Implementing Wordwall Media in Learning

The analysis of the second research question, regarding English vocabulary mastery after the implementation of word walls, was divided into two types: qualitative and quantitative data analysis. Qualitative analysis was conducted by providing a descriptive analysis of the test items in word form and a discussion of the correct answers to the multiple-choice questions. Quantitative analysis was conducted to determine the average student achievement after the implementation of Wordwall in learning.

3.2.1 Quantitative analysis of posttest

This posttest differs from the pretest in that it measures students' abilities after implementing wordwalls in learning. After the posttest, which included "This is My School," covering asking and giving directions, using "there is" and "there are," and using "like" and "dislike," was implemented, the students' scores were determined, as outlined in the following table.

| | |
|-----------------|------------|
| Nilai Tertinggi | 95 poin |
| Nilai Terendah | 35 poin |
| Nilai Rata-rata | 77,33 poin |

Table 3.2 Posttest Score

The posttest was attended by 30 students. The average score of the students' posttest results was 77.33 points, with the highest score being 95 points, while the lowest score was 35 points. From the results of the students' posttest scores, the range of student achievement can be depicted as shown in the bar chart above. The range of student achievement scores

with points 0-20 was 0 students, the range of scores 21-40 was 1 student, the range of scores 41-60 was 2 students, the range of scores 61-80 was 18 students, and the range of scores 81-100 was 9 students.

3.2.2 Qualitative Analysis of Posttest

After knowing the students' scores quantitatively, the students' answers were described after being given treatment in multiple choice and essay questions descriptively.

1. Make 3 sentences using there is and there are. Combine each sentences with prepositional of place

(3-5) There is a book on the table

In sentence (3-5) indicates the location of a single book, specifying that it is situated on the table. In sentences (3-5), this sentence uses "there is," which indicates the existence of one object (a book). In sentences (3-5), the phrase "on the table" explains the location of the object. The preposition "on" indicates that the book is on the surface of the table. This sentence conveys clear information about the existence of the book and its location, which can help someone find the book if they are looking for it.

(3-6) There is a cat under the bed

In sentences (3-6), the sentence structure uses "there is," which indicates the presence of one object (cat). In the sentence, "under the bed" explains the location of the cat. The preposition "under" indicates that the cat is under the bed. In sentences (3-6), it provides information about the cat's presence and location, which can help someone know where the cat is, especially if they are looking for it.

(3-7) There are two chairs next to the window.

The sentence in (3-7) describes the presence of two chairs, indicating their

location as being adjacent to the window. In sentence (3-7), the sentence structure uses "there are," which indicates the presence of more than one object (two chairs). In the sentence, there is a preposition "next to the window" which explains the location of the two chairs. The preposition "next to" indicates that the chairs are next to the window. This sentence provides information about the number of chairs and their positions, which can help someone understand the layout of the room and find the chairs easily.

3.3 The effectiveness

3 Conclusion

The results of the study indicate a difference in students' English vocabulary mastery before and after the implementation of the contextual learning model with wordwall media. The results after the treatment showed an increase in the average score obtained by students.

Based on the first problem formulation, the following conclusions can be drawn. Analysis of the pretest given to students showed that English vocabulary mastery before the implementation of the contextual learning model with wordwall media was 58.5; the highest score was 90, and the lowest score was 20. Four students had a score range of 0-44, 15 students had a score range of 45-69, 4 students had a score range of 75-84, and 2 students had a range of 85-100. Based on the qualitative analysis of word usage in sentences, it was found that some words cannot stand alone and must be associated with the correct grammatical structure to form a correct sentence. In this context, errors often relate to a mismatch between words and applicable grammar rules. One finding is that students frequently make mistakes in verb usage, especially when dealing with third-person subjects. For example, in the

sentence "He Likes to Play Football," there is a grammatical error in the spelling of "like" and "play" because two verbs cannot be used simultaneously in a sentence. This error indicates that students do not fully understand word usage in sentences.

Regarding the second problem statement, it can be concluded that there was a significant increase in English vocabulary mastery after the implementation of the contextual model with the word wall medium. This is evidenced by the increase in student scores, including: the highest score of 95 and the lowest score of 95, with an average of 78.33. One student had a score range of 0-44, three students had a score range of 45-69, 17 students had a score range of 75-84, and nine students had a score range of 85-100. Based on the qualitative analysis of word usage in sentences, students are able to construct sentences well and correctly.

From the conclusions of the first and second problem statements, conclusions can be drawn for the third problem statement. The effectiveness of the contextual learning model with the use of wordwall media can be said to be effective in improving English vocabulary mastery. This can be stated accurately because the research instrument tests have been carried out, namely the N-Gain test and questionnaire. Based on the instrument test, effective results were obtained through the N-Gain percentage of 83.33%. Furthermore, the results of the students' questionnaire responses that provided quite positive responses to the questionnaire statements support that the contextual learning model with wordwall media is suitable for use in English learning.

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