

AN UNDERGRADUATE THESIS

ENHANCING STUDENTS' VOCABULARY MASTERY BY USING

WORDWALL IN SMA NEGERI 1 CAMPALAGIAN



BY:

SAMTRIMA

H0120008

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SAMTRIMA

H0120008

Has successfully defended the thesis in front
of the Examiner Team of Faculty of Teacher
Training and Education on: 22nd April 2025

EXAMINATION

Chair of the : Dr. H. Ruslan, M.Pd.
Examiner
Secretary of Exam : Rahmatullah Syaripuddin, S.Pd., M.Pd.
Committe
Supervisor I : Amrang, S.Pd., M.Pd.
Supervisor II : Ridwan, S.Pd.I., M.Pd.
Examiner I : Dr. Rafiq, S.Pd., M.Pd.
Examiner II : Dwi Adi Nugroho, S.S., M.Hum.

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(.....)

Majene, 5th March 2025

FACULTY OF TEACHER TRAINING
AND EDUCATION, UNIVERSITAS

SULAWESI BARAT



Dr. H. Ruslan, M.Pd.
NIP. 196312311990031028

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H0120008

ABSTRACT

SAMTRIMA: Meningkatkan Penguasaan Kosakata dengan Wordwall di SMA Negeri 1 Campalagian. Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat. 2025.

Tujuan penelitian ini adalah untuk mengetahui keefektifan penggunaan Wordwall untuk meningkatkan penguasaan kosakata dan untuk mengetahui persepsi siswa terhadap penggunaan Wordwall. Metode yang digunakan adalah metode kuantitatif dan desain penelitian yang digunakan adalah quasi-eksperimental dengan memberikan pre-test dan post-test ke dalam kelas eksperimen dan kelas control. Data yang diperoleh dalam penelitian ini diolah menggunakan aplikasi SPSS versi 25 untuk mengetahui signifikansi antar variabel. Selain itu, data kusioner diolah menggunakan beberapa rumus untuk menghitung dan memperoleh hasil persepsi siswa. Hasil penelitian menunjukkan, tingkat signifikansi (2-tailed) uji t sampel independen lebih rendah dari 0,05 ($0,000 < 0,05$), yang menunjukkan adanya perbedaan signifikan antara hasil post-test kelas eksperimen dan kontrol. Oleh karena itu, hipotesis nol (H_0) ditolak, dan hipotesis alternatif (H_a) diterima. Hal tersebut berarti bahwa terdapat perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol setelah diberikan perlakuan. Oleh karena itu dapat disimpulkan bahwa penggunaan Wordwall efektif untuk meningkatkan penguasaan kosakata siswa. Kemudian untuk hasil kuesioner menunjukkan bahwa siswa memiliki persepsi positif terhadap penggunaan Wordwall dalam pembelajaran Bahasa Inggris dengan rata-rata persentase sebesar 79,89% yang masuk dalam kategori positif. Oleh karena itu, Wordwall dapat dinyatakan sebagai media pembelajaran yang efektif untuk meningkatkan pengalaman belajar siswa, menciptakan suasana belajar yang menyenangkan, meningkatkan motivasi, dan keterlibatan siswa.

Kata kunci: Wordwall, penguasaan kosakata.

ABSTRACT

SAMTRIMA: Enhancing Students' Vocabulary Mastery by Using Wordwall in SMA Negeri 1 Campalagian. Thesis. Majene: Faculty of Teacher Training and Education, University of Sulawesi Barat. 2025.

The purpose of this study was to determine the effectiveness of using Wordwall to enhance students' vocabulary mastery and to determine students' perceptions of using Wordwall. The method used is a quantitative method and the research design used is quasi-experimental by giving pre-test and post-test to the experimental class and control class. The data obtained in this study were processed using the SPSS version 25 application to determine the significance between variables. In addition, the questionnaire data were processed using several formulas to calculate and obtain the results of student perceptions. The results showed that the significance level (2-tailed) of the independent samples t-test is lower than 0.05 ($0.000 < 0.05$), indicating a significant difference between the post-test results of the experimental and control classes. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This means that there is a significant difference between the experimental group and the control group after being given treatment. Therefore, it can be concluded that the use of Wordwall is effective in improving students' vocabulary mastery. Then for the results of the questionnaire showed that students have a positive perception of the use of Wordwall in learning English with an average percentage of 79.89% falling in the positive category so Wordwall can be stated as an effective learning media to improve students' learning experience, pleasant learning atmosphere, motivation, and student engagement.

Keywords: Wordwall, vocabulary mastery

CHAPTER I

INTRODUCTION

A. Background

English as a global language plays an important role in international life because it functions as a lingua franca in various countries and many fields such as education, business, technology, and others. Therefore, learning English become a necessity for each person. Especially for those who need to study in foreign countries and work in international or national companies. According to Alpatikah (2022), the role of English as a global language makes it a popular foreign language in Indonesia, even every level of education in Indonesia offers English as a subject, and in some cases, many people believe that mastering English can provide a good career in the future such as more easily getting better job opportunities.

Many international and national companies need good English skills as a hiring criterion for workers. Besides, English is dominantly used in the technology field and international communication making English language skills important to mastery for those seeking good careers. Peltokorpi (2023), stated that people who master English as a foreign language in their country have good career opportunities. Based on this statement, it is important to master English as an opportunity to make it easier to get a good job and career. One way to master the English language is to increase and master vocabulary.

Vocabulary plays a crucial role in developing skills and is a major determinant of English proficiency. Therefore, vocabulary instruction has become an important part of language teaching. According to Afzal (2019), that to improve other skills such as reading, writing, listening, grammar, and speaking, it is important to have a good English vocabulary mastery because vocabulary is the foundation that allows students to articulate their thoughts and understand the information received. So vocabulary acquisition is a key part of English learning that affects students' ability to understand and use English more efficiently.

However, students' English vocabulary mastery in many schools is still lacking. This condition is also caused by the use of conventional methods that are still predominantly used by teachers such as lectures and practice questions using question sheets, this method is often less interesting and not interactive. A recent

study by Arslan (2024), compared conventional teaching methods with innovative teaching methods, found that innovative methods in teaching English vocabulary, such as using interactive media, technology, games, and others are more effective in students' vocabulary retention and acquisition.

Based on the results of observations and interviews conducted with one of the teachers in SMA Negeri 1 Campalagian, the teacher said that students in the school face several problems in learning English, one of the significant problems is the lack of vocabulary. The lack of vocabulary could affect all abilities in English, namely speaking, reading, listening, and writing. Other information obtained from observation and interview is that in learning, teachers only use conventional teaching methods, such as lectures, and the use of technology in English learning is limited to online dictionaries. Therefore, it can be concluded that using conventional methods and less innovative and creative technology in learning affects students' vocabulary learning outcomes.

Based on the explanation above, this shows an urgent need to find innovative teaching methods that are effective and interesting. In this context, the use of media technology as an innovative teaching method in education is becoming increasingly relevant because technology offers various tools and platforms that can make learning more interesting and effective. According to Panagiotidis et al. (2023), integrating technology media in language learning can increase student motivation and engagement and enrich their learning experience. One of the technological media integrations in English learning, which is growing more popular, is the use of Wordwall.

Wordwall is a web-based learning application that makes it easy for teachers to create interesting and interactive learning content. According to Fitria (2023), Wordwall is an internet-supported teaching media that offers a variety of types of interactive activities that can be customized to teaching needs, starting from quizzes or crosswords to other kinds of educational games. Some previous research has also shown that the use of Wordwall is effective in increasing student motivation and can increase students' English vocabulary. Such as research from Idrus et al. (2021), shows that the use of Wordwall in learning English is effective in increasing

students' vocabulary and also research from Magasvaran et al. (2022), recommended using Wordwall in teaching English vocabulary.

Based on the problems above, the researcher used Wordwall as an interactive learning media to overcome vocabulary problems faced by students of SMA Negeri 1 Campalagian. The researcher determined the title of this research with the title "Enhancing Students' Vocabulary Mastery by Using Wordwall in SMA Negeri 1 Campalagian".

B. Problem Identification

Based on the above background exposure, the researcher identified several problems, among others:

1. The lack of students' vocabulary.
2. Students need attractive media to help them learn English vocabulary.
3. The lack of creativity in using technology in English learning.

C. Problem Limitations and Formulations

Based on the identification of problems that have been determined above, this study will focus on the lack of students' vocabulary. The researcher will use Wordwall as a website-based learning media to overcome the problem. This research will focus on using Wordwall in learning English to enhance students' vocabulary mastery and this research will be conducted in grade 10th SMA Negeri 1 Campalagian.

The formulation of this research is as follows:

1. Can the use of Wordwall be effective to enhance students' vocabulary mastery?
2. What are students' perceptions of using Wordwall in learning English?

D. Research Objectives

1. To know whether the use of Wordwall can be effective to enhance students' vocabulary mastery or not.
2. To find out the students' perceptions of using Wordwall in learning English.

E. Research Benefits

The results of this research are expected to have a positive impact on two important aspects:

1. Theoretical benefits
 - a. This research can be a reference for the development of new theories or adjustments to existing theories about language learning in terms of the use of interactive technology such as Wordwall to improve vocabulary mastery.
 - b. This research can support or challenge existing theories about the effectiveness of using attractive and interactive learning media.
 - c. This research can also provide insight into how technology can be integrated in creative ways to improve student learning outcomes.
2. Practical benefits
 - a. Through this research, it is expected that using wordwaal.net as an English vocabulary learning media can improve students' vocabulary mastery.
 - b. This research is expected to make Wordwall as an attractive learning media for students to help them learn English.
 - c. Through this research, it is also expected that the use of Wordwall can increase the creativity of using technology as a medium for learning English.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

There are several research findings related to this research in this case Wordwall and Vocabulary Mastery:

The first study from Anggreini et al. (2023) entitled, “Using Wordwall.net as a Media to Improve Students' Vocabulary Mastery At The Eighth Grade of SMP Negeri 40 Surabaya”. The study investigated how students at SMP Negeri 40 Surabaya use wordwall.net as a learning tool to improve their vocabulary. The study background is that many students have a poor understanding of English vocabulary, resulting in difficulties in overall language learning. The researcher used wordwall.net, an app that allows creators of interactive learning materials such as quizzes and games, as a solution. The research method used in this study is the Classroom Action Research Method (CAR), which consists of two cycles, including the stages of planning, action, observation, and reflection. The study involved 31 students from class VIII-A, consisting of 17 boys and 14 girls. Data were collected through written tests and observation checklists. The results showed that students mastered vocabulary better. In the first cycle, students achieved 57.69% of the Minimum Completeness Criteria (KKM), and in the second cycle, this percentage increased to 92.30%. This shows that the use of wordwall.net is really effective and makes students more interested in learning vocabulary.

The second research by Shabrina and Wahyu Taufiq (2023) titled, “The Effect of Teaching English Vocabulary on Junior High School Students By Using Wordwall.net” This study aims to find out how the use of wordwall.net affects the English vocabulary of students in seven grade Wonoayu Junior High School. The study used a true experimental design, with 35 students in the experimental group and 35 in the control group. One of the research tools used to gather data in this study is a thesaurus. The trial lasted for three weeks. The results of the data analysis showed that the average pre-test and post-test scores in both groups differed. The average pre-test value for the experimental group was 65.00, while the average for the control group was 57.73. The average post-test value for experimental groups was 89.13, whereas the average value for control groups was 77.90. Independent

sample tests are used to analyze data in SPSS version 26. The results of this study show that the use of wordwall.net in learning students' English vocabulary has a positive and beneficial impact on learning.

The third research related to this study was also conducted by Çil (2021) entitled, “The Effect of Using Wordwall.net in Increasing Vocabulary Knowledge of 5th grade EFL Students”. This research aims to find out how effective wordwall.net is in improving student vocabulary knowledge. It was done at a public elementary school in Turkey with students aged 9 to 11 and using quantitative data collection techniques. 5th grade with two classes chosen as an experiment and control class, 27 students class (A) functions as a control group, and 27 students class (B) acts as an experimental group. Paired sample t-tests are used to measure effectiveness by comparing the results of pre-tests (control groups and experiment groups) and post-tests (control groups and experiments). The final results show significant differences between the tests performed in each group before and after treatment. This study found that 5th-grade EFL students could expand their vocabulary using wordwall.net.

Based on the relevant research above, the researcher concludes that using Wordwall in English language learning has a positive effect that can improve students' interest and students' vocabulary mastery. Therefore, Wordwall is used to overcome students' English vocabulary problems. This Wordwall used in English language learning with the hope that it can positively affect classroom learning and improve students' vocabulary mastery. There are similarities between this research and previous research, which is about the use of Wordwall in learning English vocabulary. However, the difference between this study and the previous research lies in the research methods used namely, this research uses quasi-experimental design and random sampling techniques to determine samples. In addition, differences are also seen in the level of education, where this research is conducted at the senior high school level, especially grade 10.

B. Theoretical Framework

1. Vocabulary

a. Definition of Vocabulary

One of the most important things when learning a new language is to know a lot of the vocabulary because having a lot of vocabulary can make it to communicate with native speakers both orally and in writing. Here are some vocabulary definitions.

According to Richards and Schmidt (2013), vocabulary can be defined as a set of words owned by an individual or a group used to communicate. The Cambridge Dictionary states that vocabulary covers all words used by someone or that exist in a particular language or field. Vocabulary involves the study of words and understanding how each component of a word gives insight into its overall meaning. Meanwhile, the Oxford Dictionary provides three definitions of the vocabulary. First, the vocabulary refers to the words used in a particular subject or context. Second, vocabulary relates to a set of words known to someone. Lastly, vocabulary includes a compilation of difficult or foreign words with their explanations, usually found in special texts or foreign languages.

In a linguistic context, vocabulary includes words and phrases that form the foundation of verbal and written communication. Vocabulary not only consists of words that are understood and used by individuals, but also includes knowledge of the meaning, usage, and relationships between words. The definition of vocabulary also includes quantitative and qualitative aspects. Quantitatively, vocabulary refers to the number of words a person knows, while qualitatively, vocabulary includes a depth of understanding of meaning, contextual usage, and collocation (Nation & Newton, 1997).

From this definition, it can be stated that good vocabulary not only includes how much vocabulary one has, but how well the vocabulary can be understood and used in various contexts.

b. Vocabulary Mastery

Vocabulary mastery is very important when learning a language, vocabulary mastery is the basis for learning a language. Thornbury (2002) stated, “Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed.” It means that mastery of vocabulary is very necessary for students because it will be difficult to say something without mastering grammar but without mastering vocabulary, there is nothing to say.

According to Rahma et al. (2023), vocabulary mastery is defined as a person's knowledge or skills in understanding and mastering words. On the other hand, Asyiah (2017) stated, that mastering vocabulary involves students gaining a thorough understanding of words, including their meanings, pronunciation, spelling, grammatical usage, derivations, common collocations, register in both spoken and written forms, connotations or associations, and frequency of use.

Vocabulary mastery is an essential aspect of acquiring English language skills. According to Putra (2023), vocabulary holds utmost importance in learning English as a second or foreign language because vocabulary is a crucial element that directly influences the mastery of all four fundamental English language skills: reading, listening, speaking, and writing. Supported by Jones (2023), that mastering vocabulary can enhance comprehension when reading texts, facilitate understanding when listening, enable effective communication in speaking, and empower individuals to express their thoughts and ideas in writing.

Based on the above statement, it can be concluded that vocabulary mastery is very important in English learning because it is the basis of language learning acquisition and can provide a thorough understanding of the words. It also emphasizes that vocabulary mastery greatly influences the four basic English skills: reading, listening, speaking, and writing. Therefore, mastering vocabulary is a priority to have good English skills, it is also an important factor in achieving overall English proficiency, and success in all English-related activities.

c. Types of Vocabulary

Vocabulary experts have categorized the different types of vocabulary that students need to master. There are two types of vocabulary including productive vocabulary and receptive vocabulary. According to Susanto (2017), productive vocabulary includes words and terms that can be understood and used effectively by students in communicating and writing. Productive vocabulary involves an active learning process as students use these words to express themselves to others. On the other hand, receptive vocabulary refers to words that can be understood and recognized by students but are difficult to produce accurately in speaking and writing.

Based on the two types above, Elmahdi and Hezam (2020), also explained that vocabulary is classified into two other categories, the first category is called active vocabulary and the second category is passive vocabulary.

1) Active Vocabulary

Refers to words or vocabulary that a person actively uses in speaking or writing. Active vocabulary involves understanding words and the ability to use them fluently and accurately in communication and writing. For example, words such as "eat," "drink," and "go" are part of active vocabulary because they are often used in everyday conversation.

2) Passive Vocabulary

Refers to words or vocabulary that a person understands when reading or listening, but may not use frequently in speaking or writing. Passive vocabulary is a collection of words that are recognized and understood but not actively used by individuals. For example, words such as "misanthropy" or "serendipity" may be known by highly educated individuals but are rarely used in casual conversation (Laufer & Goldstein, 2004).

At first glance, the types of vocabulary according to Susanto and the types of vocabulary from Elmahdi and Hezam described above by definition and function have the same meaning, such as Active and Productive vocabulary, both refer to words that can be used actively in speaking and writing. Passive and Receptive

vocabulary refers to words that are understood when listening or reading but are not often used actively.

Therefore, in the language learning process, developing both active/productive and passive/receptive vocabulary is important because developing active/productive vocabulary allows one to communicate fluently and expressively while developing passive/receptive vocabulary will improve understanding of a wider range of texts and conversations. Both types of vocabulary complement each other and contribute to developing English language skills.

On the other hand, Thornbury (2002) explains more types of vocabulary than the theory mentioned above. There are ten types of vocabulary including:

1) Word Classes

Word Classes commonly called parts of speech in English are divided into eight classes of words that have their respective functions, including:

a) Nouns (N): Words that represent people, places, things, or concepts.

Example: cat, city, love

b) Verbs (V): Words that express actions, states, or occurrences.

Example: run, eat, sleep

c) Adjectives (Adj): Words that describe or modify nouns.

Example: beautiful, happy, tall

d) Adverbs (Adv): Words that modify verbs, adjectives, or other adverbs and provide additional information about time, place, manner, or degree.

Example: quickly, very, here

e) Pronouns (Pn): Words that replace or refer to nouns.

Example: you, she, it

f) Prepositions (P): Words that establish relationships between other words, often indicating location, time, or direction.

Example: in, on, to

g) Conjunctions (Cj): Words that connect words, phrases, or clauses.

Example: and, but, or

h) Determiners (D): Words are used at the beginning of a noun phrase to determine the referent of the noun. Determiners can be articles, demonstratives, possessives, quantifiers, or distributives.

Example: article (the, a, an), demonstrative (this, that,), possessive (my, your, our),

Word Classes are also divided into two categories there are function words or grammatical functions and content words. Function words include prepositions, conjunctions, pronouns, and determiners. On the other hand, content words include nouns, verbs, adjectives, and adverbs. According to Haspelmath (2001), content words are words that help us understand something that refers to concrete things, while grammatical function words are words that indicate grammar rules that may have meaning or not.

2) Word Family

Word family refers to a group of words that are derived from the same base or root word. These words share a common origin and typically have related meanings or functions. For example, the word family of "communicate" can include words like communication, communicator, communicative, and uncommunicative.

3) Word Formation

Word formation is the process of creating new words or deriving words from existing ones by adding affixes (prefixes or suffixes), changing word forms, or combining words. It involves understanding the rules and patterns of word formation in a language. For example, the noun "happiness" is formed by adding the suffix "-ness" to the adjective "happy."

4) Multi-word Units

Multi-word units are combinations of words that commonly occur together and function as a single semantic unit. These units can include idioms, phrasal verbs, fixed phrases, and collocations. Example: break the ice, take into account, and strong coffee.

5) Collocations

Collocations are combinations of words that frequently occur together due to their natural and habitual use in a language. Collocations can

be verb-noun, adjective-noun, or adverb-adjective pairs that have become established and are considered as common linguistic patterns. Example: making a decision, fast food, and strong tea.

6) Homonyms

Homonyms are words that have the same spelling or pronunciation but have different meanings. They can be either homophones (same sound) or homographs (same spelling). Examples of homonyms include "bank" (financial institution) and "bank" (river bank).

7) Polysemes

Polysemes are words that have multiple related meanings or senses. For example, the word "head" can refer to a body part, a group leader, or the top of an object. These meanings are related to the concept of being on top or leading.

8) Synonyms and Antonyms

Synonyms are words that have similar or identical meanings, while antonyms are words that have opposite meanings. Synonyms can be used interchangeably in certain contexts, while antonyms are often used to express contrast or contradiction. Examples of synonyms include "happy" and "joyful," while examples of antonyms include "hot" and "cold."

9) Hyponyms

Hyponyms are words that belong to a broader category or class. They are more specific or subordinate in meaning compared to a more general term. For example, "apple" is a hyponym of the broader category "fruit."

10) Lexical Fields

Lexical fields are groups of words that are thematically related or associated with a particular domain or topic. These words share a common semantic field and are often used together in discourse. For example, words related to the lexical field of "animals" can include dog, cat, bird, and fish.

d. Aspect of Vocabulary

Vocabulary refers to words or terms with meaning. The speakers cannot understand any information given without knowing the word's meaning. Vocabulary plays an important role in language learning and without enough vocabulary, people cannot effectively communicate and convey their feelings in speaking and writing (Rohmatillah, 2017). Regarding vocabulary knowledge, Nation (2013), mentioned that there are several aspects of vocabulary knowledge, each with three sub-aspects that students must know or learn when studying vocabulary, namely:

- 1) Form (spoken, written form, and word parts).

Form refers to the physical aspects of a word, including its spelling, and pronunciation, as well as its morphological structure such as prefixes and suffixes. For example, understanding that the word "unhappy" is made up of the prefix "un-" meaning "not" and the root "happy", helps us know that the word means "unhappy". Understanding word forms helps students identify and reproduce words appropriately in both written and oral contexts.

- 2) Meaning (form and meaning, concept and referents, and associations)

Word meaning involves understanding its literal and connotative meanings. The literal meaning is the dictionary definition of the word, while connotations include the associations or emotional nuances attached to the word. For example, the word "bright" literally means "bright", but in a connotative context, it could refer to intelligence or a cheerful nature.

- 3) Use (grammatical function, collocation, and constraint on use).

Vocabulary use includes the way words are used in the context of everyday communication. It includes collocations, i.e. words that are often used together, as well as an understanding of the social and situational context in which the word is most appropriately used. For example, the word "essential" is often used in formal contexts to describe something very important or necessary.

Regarding the Nation (2013), which highlights three aspects of the knowledge of vocabulary. These are the details

Table 2.1 Types of word knowledge From Nation, 2013, P.49

No	Aspect	Component	Knowledge
1	Form	Spoken	R What does the word sound like?
			P How is the word pronounced?
		Written form	R What does the word look like?
			P How is the word written and spelled?
		Word parts	R What parts are recognizable in this word?
			P What word parts are needed to express the meaning?
2	Meaning	Form and meaning	R What meaning does this word form signal?
			P What word form can be used to express this meaning?
		Concept and referents	R What is included in the concept?
			P What items can the concept refer to?
		Association	R What other words does this make us think of?
			P What other words could we use instead of this one?
3	Use	Grammatical functions	R In what patterns does this word occur?
			P In what patterns must we use this word?
		Collocation	R What words or types of words occur with this one?
			P What words or types of words must we use with this one?
		Constraints on use	R When, where, and how often would we expect to meet this word?
			P Where, when, and how often can we use this word?

Note. R = receptive knowledge, P = productive knowledge.

Based on the table above, it is also explained that there are nine different but interrelated aspects of word knowledge, each of which is divided into receptive (R) and productive (P) knowledge.

Moreover, Ur (2012), also mentioned that one of the aspects of vocabulary knowledge that students need to know is meaning including meaning relationship. Meaning relationship is a word that has a meaning related to other words, several items include meaning relationship:

- 1) Synonyms: Words that have the same or almost the same meaning.
Example: “bright,” ‘clever,’ and ‘smart’ can be used as synonyms of “intelligent”.
- 2) Antonyms: Words that have the opposite meaning.
Example: “rich” is an antonym of “poor.”
- 3) Hyponyms: Words that are specific examples of a general concept.

Example: “dog”, “lion”, and “mouse” are hyponyms of “animal”.

- 4) Co-hyponyms or Coordinates: Other words that are 'of the same kind.'

Example: “red”, “blue”, “green”, and “brown” are co-hyponyms or coordinates.

- 5) Superordinate: A general concept that includes specific items.

Example: “animal” is the superordinate of “dog”, “lion”, and “mouse”.

- 6) Translation: Words or expressions in the student's native language that are similar in meaning to the words being taught.

Example: The word “house” in English means “rumah” in Indonesian and “padi” or “beras” means “rice” in English.

Based on the above explanation about the aspect of vocabulary, this study explored the effectiveness of vocabulary learning through meaning aspect including synonyms, antonyms, and translation by using Wordwall.

2. Wordwall

a. Definition of Wordwall

Wordwall is a web-based learning medium that was launched in 2016 and was founded by Josn and Ben. According to Azimah et al. (2023), Wordwall is a website application used as a platform or game-based learning media that is interactive and fun and can also display the effectiveness of learning outcomes. Lewis (2017), Wordwall is an online learning media that provides interactive learning activities and games for teachers and students, therefore the use of Wordwall in word learning can increase interactivity between teachers, and students with fun and interactive learning content. In Wordwall teachers can create various types of educational games with various themes such as quizzes, crosswords, puzzles, and so on.

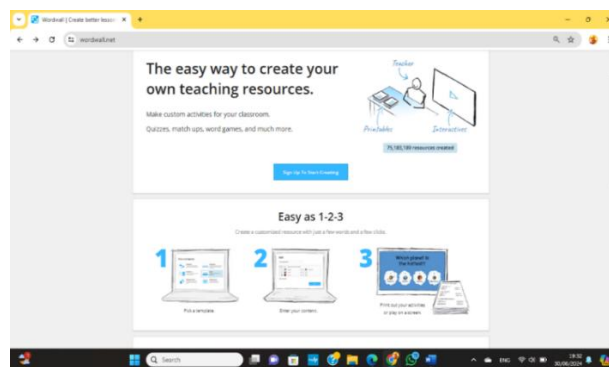


Figure 2.1 Wordwall interface

Figure 2.1 above shows the main interface of Wordwall, which provides convenience for users with three simple steps, among others: Selecting a template, Entering content, and Saving and using activities. The platform provides various activity templates, such as quizzes, word matching, word games, and others. In addition, users only need to fill in the selected template with words or sentences according to their learning needs. Then the activities that have been created can also be printed for offline learning or used interactively on digital devices.

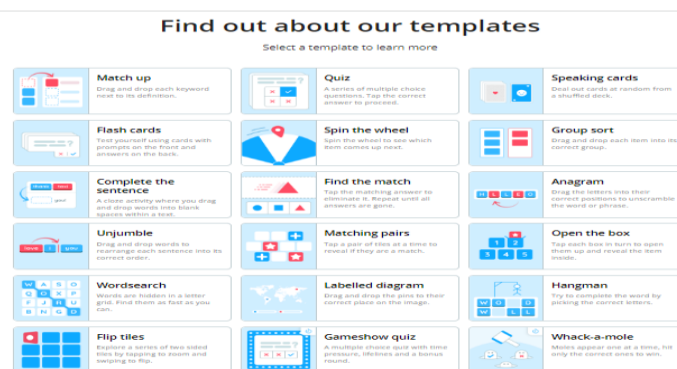


Figure 2.2 Various template games in Wordwall

Figure 2.2 above shows the types of game templates that can be used in Wordwall to create interactive learning activities. These templates are designed to meet various learning needs, including: Match Up is a game template used to arrange keywords with their definitions using drag and drop, Quiz is used to create multiple choice quizzes to test students' understanding, Anagram is used to rearrange letters into words, Wordsearch is used to find hidden words in letter grids, and others template games. Each game template is designed to provide an engaging and fun learning experience for students. Teachers can choose the template that suits their learning objectives and students' characteristics.

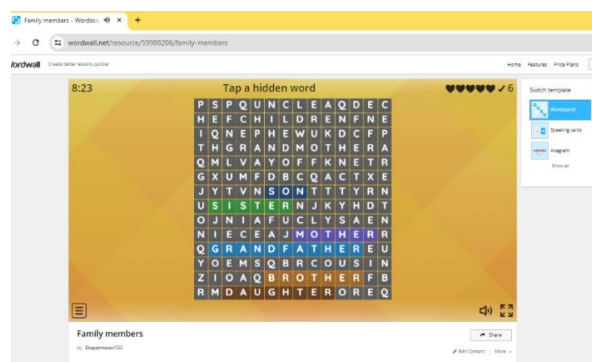


Figure 2.3 Gameplay in Wordwall

Figure 2.3 above shows one of the gameplays created using the Wordsearch template in Wordwall. This game aims to train students to find hidden words related to a certain topic. Games like this can be used to practice word recognition, increase vocabulary, as well as strengthen students' memory of the words learned.

Based on this explanation, it can be concluded that Wordwall is an educational game application that can be accessed through a web browser. It serves as a valuable learning tool and media with many benefits. Wordwall is suitable for assessing student learning outcomes and can be incorporated into the learning process in a fun way.

b. Procedure of Using Wordwall

Wordwall is a web-based learning media platform that provides many interactive game activities for teachers to create interesting and fun learning experiences. There are many features offered in Wordwall but before it can use the features provided, it is recommended to log in or register an account. Here is how to create an account on the Wordwall website:

- 1) Open the Wordwall website on a smartphone, laptop, or computer and visit the site <https://wordwall.net/>.
- 2) Click the “Sign Up” Button: On the main page, find and click the “Sign Up” button on the top right corner.
- 3) Select Account Type: Registrants will be given the option to create a teacher or student account.
- 4) Fill out the Registration Form: Enter the required information, such as name, email address, and password. Registration can also sign up using a Google or Microsoft account.
- 5) Email Confirmation: Registrants will receive a confirmation email after filling out the form. Open the email and click on the link to activate the account.
- 6) Login to Account: Once the account is confirmed, return to the Wordwall site and log in using the registered email and password.
- 7) After successfully logging in start using Wordwall and creating the various educational games provided.

Alpateka (2022), also explained that the first step for teachers to create an activity on this website is to create an account and after logging into the account, there will be seven other menu options available on the main bar to help teachers explore the Wordwall including features, community, my activities, my results, create activity, upgrade, and profile.

1) Features

There are eight features in this menu, including Interactives and printables, Create using templates, Switching template, Edit any activity, Visual styles and options, Sharing with teachers, Embedding on a website, and Student assignments. Access this link to read and learn all these features: <https://wordwall.net/features/>.

2) Community

This menu allows teachers to share and access content created by other teachers. Teachers can discover activities and game templates that have been published by the community. Search, filter, and use the games in teaching, and share their own creations for others to use. This menu helps to get inspired, save time, and collaborate with other educator communities. Here is the link that can be accessed to the menu: <https://wordwall.net/community/>.

3) My Activities

In this menu, teachers can view, edit, and manage all activities that have been created. Teachers can organize content, track activity performance, and make changes or improvements as needed by learning. Here is a link that can be accessed to get to the menu: <https://wordwall.net/myactivities/>.

4) My Results

This menu helps teachers to see the results of activities that have been completed by students. Teachers can track progress, analyze performance, and gain insights into areas that need to be improved, in addition to this menu also helps teachers to monitor and evaluate the effectiveness of teaching. Here is a link that can be accessed to get to the menu: <https://wordwall.net/myresults/>.

5) Create Activity

This menu helps teachers to create different types of interactive learning activities. Teachers can choose any templates, add content, and customize activities according to learning needs. This menu makes it easier for teachers to design interesting and effective materials for students. Here is a link that can be accessed to get to the menu: <https://wordwall.net/create/picktemplate/>.

6) Upgrade

In this menu teachers can upgrade their account level to a higher level by making a payment in Wordwall there are three types of account levels namely Basic, Standard, and Pro, what distinguishes the three levels is that the Basic account is the free version while for Standard and Pro account is the paid version, the difference is in the completeness of the templates that can be used, access to additional features, and wider customization options. The following link can be accessed to upgrade the account level: <https://wordwall.net/account/upgrade?ref=shell/>.

7) Profile

In the top right corner of the website Wordwall, there is a profile menu. This menu is where teachers can manage their personal information and account settings. Teachers can update their name, upload a profile picture, and customize their account preferences. In this menu, there are also language and location setting options that can be adjusted as needed. The following link can be accessed to customize the desired language and location: <https://wordwall.net/account/localization/>.

c. Wordwall in Vocabulary Learning

According to Ritonga (2019), a word wall refers to a collection of words displayed on various surfaces such as walls, bulletin boards, whiteboards, or whiteboards in the classroom. A word wall is a vocabulary that is systematically organized and usually displayed in a large size in the classroom (Umar et al., 2023). Along with the times, learning strategies are also growing, as well as the use of word walls. Nowadays, word walls can be accessed online through mobile phones or laptops, making it easier for users to access them anytime and anywhere. When

teachers want to use the word wall, they no longer have to always use the traditional way by writing it on paper. Just by typing “<https://wordwall.net/>” on platforms such as Google, Chrome, Mozilla, and so on, Wordwall website learning media will appear with various interactive game templates that can be accessed for free or paid.

To maximize the use of Wordwall in learning English vocabulary, here are some steps that can be followed:

- 1) Preparation of Vocabulary Material: The teacher first prepares a list of vocabulary to be taught. This list can be customized to the particular theme or topic being studied. For example, if the topic is "food", the vocabulary list can include words like "apple", "bread", "cheese", and so on.
- 2) Creating Interactive Activities: Teachers can create various activities on Wordwall after the vocabulary list is prepared. various interactive activities in the form of games that can be used by teachers to customize the desired teaching content and teachers can also use the game templates that are already available.
- 3) Usage in the Classroom: In the classroom learning process, teachers can utilize Wordwall as part of a teaching session or practice questions. For example, after explaining new vocabulary, teachers can invite students to play on the Wordwall platform. this can be presented by the teacher using a projector screen or working on the students' smartphones or laptops.
- 4) Independent Practice: Teachers can also assign students to practice independently at home using Wordwall. The teacher can provide links to the games that have been created so that students can review the lessons and practice their vocabulary.
- 5) Evaluation and Feedback: Wordwall can provide immediate results and feedback in the form of student work, which can be used by teachers to evaluate students' understanding of the vocabulary taught and provide feedback.

By following these steps, it is hoped that the use of Wordwall can make learning English vocabulary more interactive, fun, and effective. Teachers can take advantage of the various features provided to create a varied learning experience for students.

d. Advantages and Disadvantages of Wordwall

Wordwall is an interactive teaching media that is often used to increase student engagement in learning. Wordwall also has advantages and disadvantages, here are the advantages:

- 1) **Interactive and Engaging:** Wordwall offers various games and activities that can make learning more interesting and fun for students (Igir et al., 2024). Activities such as interactive quizzes and crosswords can motivate students to learn new vocabulary in a non-boring way.
- 2) **Easy to Use:** The platform is designed to be easy to use by teachers from different technology backgrounds. The same thing was also expressed by Paksi et al. (2023) that the use of Wordwall makes it very easy for teachers to create, implement, and evaluate learning.
- 3) **Flexibility:** Mohinakhon (2022), stated that with the help of Word Wall, teachers can conduct lessons effectively and teachers can also manage their time. It means that Wordwall can be accessed anywhere and gives flexibility in learning.
- 4) **Customization:** Teachers can customize game activities according to student's needs and ability levels for the test (Magasvaran et al., 2022). Teachers can change the content, format, and appearance of the game to suit the curriculum and learning objectives.

Several advantages of Wordwall also mentioned by Anggreini et al. (2023), namely. First, Wordwall has advantages for teachers, namely a website or application that educators can use to create interactive templates and printed materials for students. Second, Wordwall makes it easy for students to learn vocabulary like students are playing. Third, Wordwall is designed and presented in the form of visuals and games so that it can stimulate students' interest in learning content

Besides having many advantages Wordwall also has some disadvantages the most common of which are dependence on internet connection and limited use of free accounts. One of the main obstacles is the need for a good internet connection. In areas with limited internet access using Wordwall can be problematic and access

to various game templates are limited to free accounts. To get full access, users must subscribe to the paid version.

3. Perception

a. Definition of Perception

According to the Big Indonesian Dictionary (KBBI, 2023), the definition of perception is a direct reaction (acceptance) to something or the process by which a person knows something through his five senses. Ritonga (2019), also stated that perception is how a person draws a conclusion and interprets a message based on their experience of events, objects, or existing relationships. On the other hand Amin and Hidayat (2023), revealed that perception is a method of processing facts from the surrounding environment in the form of stimuli that are received through sensory devices and passed on to the mind. These stimuli are then selected and organized during the process, resulting in an interpretation in the form of an evaluation of sensory information.

In addition, UKEssay (2018), defines perception as the process of someone's experience of the world and involves further processing of sensory input. In the field of education, the term "perception" refers to students' prior understanding of how they see the actual scenario and circumstances (Fadila, 2023). Since perception can affect students' performance in learning any subject, it is essential to know students' perceptions (Male & Lumbantoruan, 2021). According to Ritonga (2019), perception can be influenced by several things including motivation, attention, sensation, memory, and expectations.

b. Types of Perception

According to Ningsih and Mahirawati (2022), perceptions are classified into two types positive and negative perception. Positive perception involves a sense of confidence, excitement, and satisfaction towards something, which can be a source of knowledge and experience for an individual. Positive emotions dominate these perceptions, making individuals feel happy, energized, and joyful even in stressful and uncomfortable situations. In contrast, negative perceptions include distrust, dissatisfaction, and displeasure towards something, which can also be a source of knowledge and experience. Negative emotions dominate negative perceptions,

causing individuals to feel depressed, fearful, and anxious even in comfortable conditions.

C. Conceptual Framework

The schema of the conceptual framework of this research can be illustrated as follows:

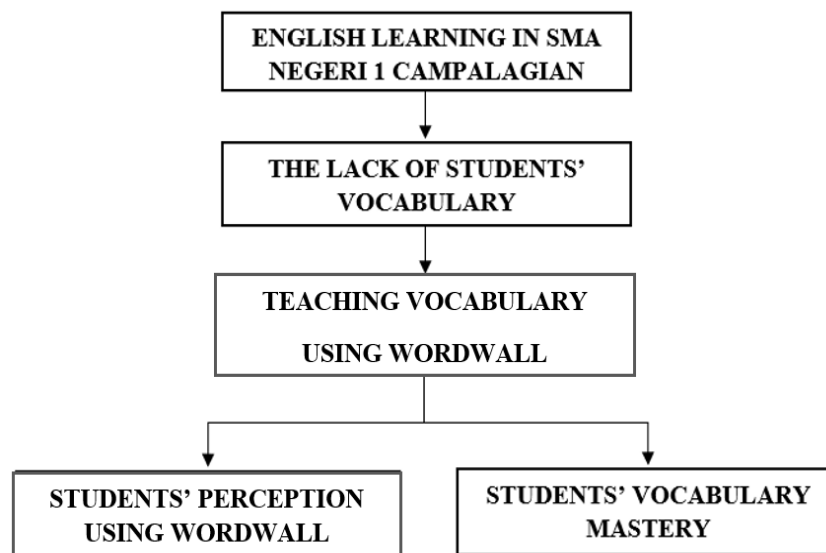


Figure 2.4 Conceptual Framework

The conceptual framework above departs from the English language learning in SMA Negeri 1 Campalagian which faces several problems, one of the significant problems is the lack of student vocabulary. The problem of the lack of students' vocabulary is identified as one of the inhibiting factors in English learning. To address this problem, this research proposes the use of Wordwall as an interactive vocabulary teaching method. Through this platform, students can engage in various interesting and fun learning activities, which are expected to improve their vocabulary acquisition. In addition, this study also aims to explore students' perceptions towards the use of Wordwall in learning.

Overall, this conceptual framework highlights how innovative vocabulary teaching can address the problem of vocabulary deficiency and how it contributes to students' vocabulary acquisition and their learning experience in the classroom.

D. Hypothesis

According to Sugiyono (2022), hypothesis is a temporary statement or conjecture made based on initial observations and existing knowledge, which is then tested through scientific research. The hypothesis serves as a guide for researchers in designing experiments and collecting data.

Arimuddin et al. (2022) divided the hypothesis into two types: the alternative hypothesis (H_a) and the null hypothesis (H_0). The null hypothesis is a statement asserting that there is no significant effect or relationship between the variables being tested, commonly called a statistical hypothesis. Conversely, the alternative hypothesis is a statement asserting that there is a significant effect or relationship between the variables being tested, commonly called a research hypothesis.

Based on the related studies above, the researcher proposes the hypothesis for this study as follows:

1. Alternative Hypothesis (H_a): Using Wordwall can be effective to enhance students' vocabulary mastery in SMA Negeri 1 Campalagian.
2. Null Hypothesis (H_0): Using Wordwall cannot be effective to enhance students' vocabulary mastery in SMA Negeri 1 Campalagian.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aims to find out whether the use of Wordwall can be effective to enhance students' vocabulary mastery or not and to find out students' perceptions of the use of Wordwall in learning. Based on the data analysis conducted, the following conclusions are obtained:

1. Enhancing students' vocabulary mastery by using Wordwall

The research results show that the use of Wordwall in the experimental class proved to significantly improve students' vocabulary mastery compared to the conventional method used in the control class. The average score increase in the experimental class was 43.9 points, while the control class only recorded an increase of 14.46 points. This shows that Wordwall can be effective to enhancing students' vocabulary mastery in SMA Negeri 1 Campalagian. This study supports previous findings that Wordwall is not only an effective learning media, but it can also create a more enjoyable and varied learning experience, which ultimately improves students' vocabulary mastery.

2. Students' perceptions of using Wordwall in learning English.

Based on the results of data analysis on three main indicators, the result show that using Wordwall in learning has a positive impact on students. In the Students' Perceived Feeling indicator, Wordwall is able to create a fun, interesting, and motivating learning atmosphere, with an average percentage of 82.87%. The Students' Perceived Effects indicator shows that Wordwall contributes to increasing students' motivation to learn and prepare themselves before learning, with an average percentage of 77.95%. While on the Students' Perceived Engagement indicator, Wordwall succeeded in increasing students' engagement during the learning process, with an average percentage of 78.87%.

Overall, it can be concluded that students have a positive perception of the use of Wordwall in learning with an average percentage of 79.90% falling in the positive category so that Wordwall can be stated as an effective learning media to improve students' learning experience, pleasant learning atmosphere, motivation, and student engagement.

B. Suggestion

Based on the results of the conclusion above, the researcher would like to provide several suggestions after applying Wordwall in learning, including:

1. For teacher

Teachers are advised to utilize Wordwall as an interactive learning media that can improve students' vocabulary mastery, with a variety of game types available in Wordwall, teachers can create more interesting learning and actively involve students. Teachers can also explore other Wordwall features to expand the scope of material, such as other types of vocabulary or other English material so that students get a more thorough learning experience.

2. For students

Students are advised to use Wordwall as a self-study tool outside of the classroom to strengthen their vocabulary mastery, this can help them repeat the subject matter in a more fun way. By using Wordwall regularly, students can improve their English skills.

3. Further research

This research can be developed by involving students from different grade levels or levels to see the effectiveness of Wordwall at different levels of education. Researchers are further advised to explore more use of diverse types of games in Wordwall to cover different types of fun games for students. In addition, future research may include other, more in-depth approaches to measuring the long-term impact of Wordwall use on overall English language skill improvement.

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