

UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF USING WORDWALL MEDIA ON
STUDENTS' VOCABULARY MASTERY**



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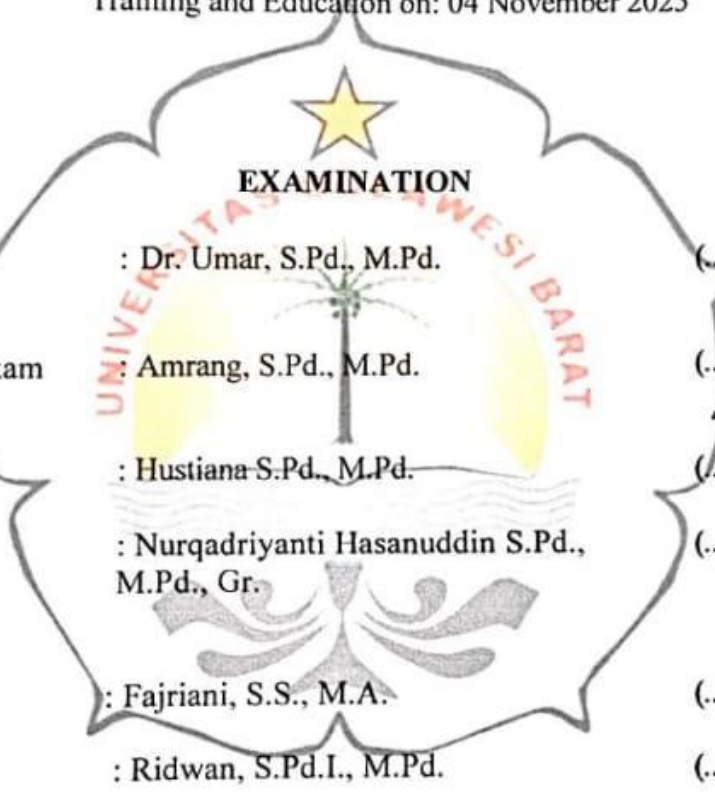
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ABSTRAK

NAJMAH RAHIM : Efektivitas Penggunaan Media Wordwall Terhadap Penguasaan Kosakata Siswa. **Skripsi, Majene : Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan media wordwall untuk meningkatkan kosakata siswa Mts Fatul Amin Matakali, dan untuk Mengetahui bagaimana Minat siswa terhadap pembelajaran kosakata melalui media Wordwall. Metode penelitian yang di gunakan adalah quasi experiment Desain yang melibatkan dua kelas yaitu kelas kontrol dan kelas eksperiment. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII Mts Fatul Amin Matakali, dengan sample sebanyak 44 siswa. Teknik pengambilan sampel yang di gunakan adalah teknik pengambilan sampel quasi yaitu sampel yang sudah di tetapkan sekolah. Dalam pengumpulan data, peneliti memberikan pre-test, sebelum diberi perlakuan pada kelas eksperiment, sedangkan kelas kontrol tidak mendapat perlakuan. Kemudian setelah kelas eksperiment mendapat perlakuan, peneliti memberikan post-test pada kedua kelas. Setelah memberikan Pre-test dan Post-test, peneliti menggunakan SPSS untuk menganalisis data. Dari analisis data yang di hitung dengan menggunakan SPSS di peroleh dari Independent sampel test bahwa sig.(2-tailed) dari ke dua kelas yaitu kelas eksperiment dan kelas kontrol sebesar $0,000 < 0,05$, maka sebagian dasar pengambilan keputusan H0 ditolak dan H1 diterima. Kemudian hasil analisis kuesioner mengenai Minat belajar siswa setelah menggunakan media Wordwall untuk meningkatkan penguasaan kosakata siswa menunjukkan hasil yang sangat baik, dibuktikan dari skor rata-rata siswa sebesar 81,66% Yang berarti minat siswa sangat tinggi. Dengan demikian dapat di simpulkan bahwa penggunaan media wordwall dalam pembelajaran kosakata bahasa inggris, efektif untuk penguasaan kosakata siswa.

Kata Kunci: Media Wordwall, Penguasaan Kosakata, Kuasi-Eksperimen, Efektivitas, Pembelajaran Bahasa Inggris.

ABSTRACT

NAJMAH RAHIM: The Effectiveness of Using Wordwall Media on Students' Vocabulary Mastery. Thesis, Majene: Faculty of Teacher Training and Education, University of West Sulawesi, 2025.

This research aims to determine the effectiveness of using Wordwall media to Enhance the vocabulary of students at Mts Fatul Amin Matakali, and to find out how high students' interest is in vocabulary learning through Wordwall media. The research method used is a quasi-experiment design involving two classes: a control class and an experiment class. The population in this study was all eighth-grade students at Mts Fatul Amin Matakali, with a sample of 44 students. The sampling technique used was quasi-sampling, meaning the sample was predetermined by the school. In collecting data, the researcher administered a pre-test before giving treatment to the experiment class, while the control class received no treatment. Then, after the experiment class received the treatment, the researcher administered a post-test to both classes. After administering the pre-test and post-test, the researcher used SPSS to analyze the data. From the data analysis calculated using SPSS, the Independent sample test showed that the sig. (2-tailed) for both classes (the experiment class and the control class) was $0.000 < 0.05$. This result serves as the basis for decision-making, where the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. Furthermore, the analysis results of the questionnaire regarding students' learning interest after using Wordwall media to Improve their vocabulary mastery showed very good results, proven by the students' average score of 81.66%, which means the students' interest was very high. Thus, it can be concluded that the use of Wordwall media in English vocabulary learning is effective for students' vocabulary mastery.

Keywords: Wordwall Media, Vocabulary Mastery, Quasi-Experiment, Effectiveness, English Language Learning.

CHAPTER I

INTRODUCTION

A. Background

The mastery of English vocabulary among junior high school students is still considered insufficient. A study conducted by Amri (2020) at SMP Negeri 30 Pekanbaru revealed that the average vocabulary mastery score of eighth-grade students was 47.695, which was classified as low proficiency. The study also indicated that students showed higher mastery in adjectives, with a percentage of 63.57%. These findings suggest that students' overall vocabulary acquisition is still far from optimal. However, most previous studies have primarily focused on measuring vocabulary levels or evaluating specific teaching methods, without thoroughly investigating the underlying factors contributing to low vocabulary mastery.

Vocabulary plays a fundamental role in English language learning. According to Mansyur (2018), vocabulary is the basic knowledge needed to acquire other competencies such as listening, speaking, reading, and writing. Similarly, Tamdang (2023) stated that the more vocabulary students master, the better their performance in all aspects of English. Therefore, improving vocabulary acquisition is a critical goal in English language education.

Various methods have been used to improve students' vocabulary acquisition, including by using digital media. One example is a study by Bafadal (2019), which showed that a digital-based guessing game can significantly improve the vocabulary skills of junior high school students. However, the study did not use an experimental method. Although the use of digital games has been discussed in several studies, there are still very few experimental studies that specifically examine the effectiveness of Wordwall-based charades games. Therefore, this study aims to fill the void by evaluating the use of Wordwall application in vocabulary learning through an experimental approach.

One of the effective and simple ways to improve students' vocabulary is through games. As noted by Arjunia (2022), a guessing game involves one person knowing something while others try to guess it within a limited time. This type of activity is engaging, encourages participation, and brings students closer to the learning content. Moreover, all students can actively take part in guessing games,

making it a valuable tool for increasing motivation and supporting vocabulary development. Prawiyata (2018) also highlighted that guessing games offer an enjoyable alternative to conventional learning, especially when students feel bored.

Based on an interview conducted by the researcher with an English teacher at MTs Fathul Amin Matakali on February 28, 2024, students face various challenges in learning English. The main problems identified are the lack of vocabulary mastery and the students' low interest in learning. In addition, students struggle to remember new vocabulary, which is often caused by low student engagement and the ineffectiveness of traditional memorization methods. Therefore, guessing using Wordwall app, as a student-centered learning technique, has the potential to address these issues by offering an interactive and fun learning experience. The game encourages active vocabulary practice and helps reduce boredom in the learning process and increase students' interest in learning English.

interest is a sense of liking and a sense of interest in a thing or activity, without anyone telling you to and tending to pay greater attention to that thing or activity. So it can be interpreted that interest in learning is a person's feeling of liking or disliking a lesson obtained from experience and also practice, manifesting itself in several symptoms, desires, such as: feelings of passion, like to carry out the process of changing behavior through various activities which include seeking knowledge and experience in the field of study (Slameto in Marti'in, 2019).

According to Indra in Marti'in (2019) student interest in learning is something that is important in the smooth teaching and learning process. Students who have a high interest in learning in the learning process can support better learning outcomes, and vice versa, low student interest in learning will reduce the quality of learning and will affect student learning outcomes. If students' interest in learning is not good, then students will feel lazy to learn so that it will have an impact on student achievement which becomes less than optimal.

Vocabulary is also essential for daily communication and academic success. Kuncoro (2017) emphasized that adequate vocabulary mastery facilitates students' understanding of school subjects. Supporting this, Kahar (2023) found that low vocabulary mastery was often due to repetitive teaching techniques, limited learning resources, and lack of student motivation. Hidayat and Syahrizal (2020) further noted that students find vocabulary learning boring when

it relies heavily on memorization and routine exercises. Hidayat and Syahrizal (2020), argued that creating a fun learning environment is the first step in improving vocabulary and preventing student stress.

To address these problems, the researcher proposes using games particularly guessing games as a technique in vocabulary instruction. Games can make learning more enjoyable and improve student enthusiasm and memory retention. According to Sahrawi (2018), games provide mental refreshment and help maintain focus. Likewise, Beck and Wade in Sahrawi (2018) explained that games capture students' attention and support better learning outcomes. Teachers must also carefully select appropriate game types to meet learning objectives effectively.

In this study, the researcher applies guessing games using the Wordwall application. Guessing games are effective for teaching or reviewing vocabulary, grammar, and language patterns. These games engage all students, regardless of their proficiency levels, and help reinforce both new and previously learned vocabulary. This contributes to better long-term vocabulary retention.

Several researchers have supported the effectiveness of guessing games with Wordwall. Reviana (2024) stated that word walls help visualize important vocabulary for learning. Purwitasari (2022) added that Wordwall is a digital platform for creating fun, quiz-based learning activities. This tool not only supports the development of learning materials and tasks but also enhances student assessment and engagement. Through games, students focus more and recall vocabulary better. If implemented regularly, such techniques can improve vocabulary acquisition in an enjoyable and meaningful way.

Based on the problems described above, the researcher is interested in conducting a study with the title **“The Effectiveness of using wordwall media on student’s vocabulary mastery”**.

B. Problem Identification

1. Students do not have enough opportunities to practice the vocabulary they have learned, either in speaking or writing. The lack of repeated practice makes it difficult for them to remember and apply the vocabulary when communicating in English.

2. Many students feel afraid of making mistakes when using English, so they tend to be passive in the learning process. This is exacerbated by the lack of game-based learning methods or interactive techniques that can boost their confidence in using vocabulary.
3. Available learning resources are often less varied and do not utilize technology that can make learning more interesting. The use of interactive digital media, such as educational game applications, is still limited so students miss the opportunity to learn in a more fun and effective way.

C. Problem Limitation and Formulation

1. To what extent is the wordwall application effective in improving students vocabulary mastery?
2. How are the students' interest in learning English vocabulary after using the guessing game technique with the Wordwall application?

D. Objective of the Research

1. To evaluate the effectiveness of the Wordwall application in improving vocabulary mastery
2. To analyze the level of students' interest in vocabulary learning through the implementation of the guessing game technique using the Wordwall application in the classroom.

E. Research Benefit

1. Benefits for Students :

This research is expected to motivate students to enhance their vocabulary mastery through more engaging learning activities using the Wordwall application.

2. Benefits for Teachers:

This research is expected to be a recommendation for effective and interactive learning techniques for teachers in teaching English by using guessing game techniques.

3. Benefits for Schools:

As intake and feedback how to use guessing game in English subject to improve vocabulary mastery, so it could improve active, creative, and fun learning to the students

4. Benefits for Researchers:

This research is expected to serve as a reference for future researchers who wish to explore the effectiveness of other digital game-based techniques in enhancing language skills.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

By reviewing previous research, we can identify approaches that have proven effective, understand the strengths and weaknesses of various methods, and identify knowledge gaps that this research can fill:

Several previous studies have investigated the effectiveness of game-based and digital media in enhancing students' vocabulary acquisition, each with different focuses, methods, and target populations. Reviewing these studies provides valuable insights and highlights the gap that this research seeks to fill.

Sulaiman (2019) This research seeks a correlation between vocabulary mastery and students' interest in English with English achievement of second semester students majoring in Islamic Education, Faculty of Tarbiyah and Education Sciences, IAIN Pontianak. The results showed that there was a positive correlation between vocabulary mastery and students' interest in English with students' English achievement both singly and together. However, the study did not focus on students' interest in using digital media in the learning process. This study focuses on students' interest in using Wordwall during the learning process.

Khusnah (2024) conducted a qualitative study on the effectiveness of Wordwall in improving students' writing skills and vocabulary mastery. The results showed a positive improvement; however, the study did not focus on students' interest in using digital media in learning. This current study differs by employing a quantitative approach and focusing on students' interest in using Wordwall during the learning process.

Syamsidar (2023) This study aims to analyze the effectiveness of wordwalls in vocabulary acquisition in English language learning. The research method used is quantitative with a one-time case study, namely grade 8 junior high school. The result of this research is that wordwalls effectively increase vocabulary mastery by 73.5% or effective in English learning. The difference from this study is that the researcher focuses on the effectiveness of using wordwall in increasing students' vocabulary and measuring students' interest in learning English.

Supraba (2019) The main objective of this study was to determine whether the use of Wordwall is effective in improving students' vocabulary in Grade XI at

SMK Negeri 1 Palopo. This study employed a Classroom Action Research (CAR) method. The results showed that teaching vocabulary (focusing on nouns) using Wordwall media can enhance students' understanding. The researcher also found an effective way of teaching English language knowledge (focusing on nouns and verbs) through Wordwall media. The difference in this study is that it also increased students' interest in learning English.

Hasanah and Hulu (2022) investigated the use of guessing games that employed physical media, such as cards or pictures. Although quite interactive, these methods lacked the dynamic and flexible features offered by digital media like Wordwall. Therefore, this study presents a more innovative alternative by integrating technology to enhance vocabulary learning experiences.

Although many studies have demonstrated the benefits of game-based learning, a research gap still exists in understanding how Wordwall-based guessing games can improve vocabulary mastery while also increasing student interest and engagement in classroom learning. This study aims to fill that gap through an experimental approach that not only measures students' score improvement but also analyzes their interest, participation, and interaction throughout the learning process.

B. Theoretical Framework

1. The Concept of Vocabulary Masterys

a. The Definition of Vocabulary Mastery

Mastering a vast range of vocabulary is critical for foreign language newcomers. Foreign language learners will have difficulty developing the four language talents if they do not draw close to them. Gusliana (2021) Vocabulary is a very important aspect in language teaching. A lack of student vocabulary can affect students' ability to speak, write, read, and listen, because vocabulary is closely related to the four English language skills. Anggraini (2018) stated that vocabulary mastery can be defined as individual skill of the set of all words as well as the word meanings that are understood used by speaker, in both oral and written language. Therefore, one takes great responsibility in increasing knowledge of oneself. One's success in expanding vocabulary mastery requires interest and motivation in a language.

According to Apriliani (2018) defines vocabulary mastery is also very important for the acquisition process. Acquisition depends significantly on the comprehensible input. The comprehensibility is dependent directly on the ability to recognize the meaning of key elements in the utterance. Vocabulary is central to a language and of a language learner. It means that, to be able to communicate in certain language one should master the vocabulary of that language. Vocabulary instruction is used to help students learn new words and to help them acquire a deeper understanding of the words they know. It would be impossible in English learning process without mastering vocabulary. People will do nothing in communication if they do not know the word or vocabulary of the language. So, vocabulary mastery can help the students have good speaking, reading, and writing ability.

Based some quotations above it shows that the acquisition of a large number of vocabularies can help the students read, speak, listen, and write. A good vocabulary and ability to use words correctly and effectively can help the students study easier.

b. The definition of vocabulary

Vocabulary is one of language aspects that has to be learned when people are learning a foreign language. By learning new vocabulary, learners can improve their listening, speaking, reading, and writing skills Sipayung (2018). As stated by Fauziyyah (2018) in one of the articles that the researcher read, namely the quality of a person's language skills depends on the quality and quantity of understanding they have. Learning a foreign language requires a good and good understanding, because understanding is the key word in learning a foreign language. According to Damanik (2023) In today's world. English is a crucial international language facilitating communication and interaction among people from diverse countries. It enables conveying wishes, ideas, and suggestions. Vocabulary is fundamental for language learning, serving as the key to understanding spoken and written content. This holds special importance for students aiming to communicate effectively. Vocabulary constitutes the entire set of words in a language, and mastering it is the initial step to connect the four language skills: listening, reading, speaking, and writing. Without comprehensive vocabulary, students struggle to express themselves and understand language nuances. Vocabulary can also be roughly

defined as the words we teach in a foreign language. Words can also consist of two or three or more words but express one idea. In turn, a word is defined as a unit of language, consisting of one or more spoken sounds or their written representations, which serves as the primary carrier of meaning.

According to Tamdang (2024), vocabulary is an important part that facilitates the use of a second language, because, without the correct vocabulary, language cannot function structurally and will be difficult to understand.

According to Suardiyasa (2017) Vocabulary is a very important aspect in language learning which cannot be neglected. Without vocabulary nothing can be conveyed, Suardiyasa (2017). Therefore, it can be said that vocabulary is the first aspect to be mastered by the learners. Improving young learner's vocabularies will bring many influences to increase their language mastery. Those people whose first isn't English have an even greater need to learn vocabulary and increase their word knowledge.

Based on the definition above it can be concluded that that vocabulary is a collection of words that each word has its own meaning and meaning. and used to speak so as to produce good communication and easy to understand.

c. Vocabulary Mastery Indicator

Vocabulary mastery can be measured through three main indicators, namely ; recognition, recall, and application. According to ation (2001) Recognition refers to students' ability to recognize and understand the meaning of words in a particular context, either through reading or conversation. Recall relates to students' ability to recall and recite words that have been learned without having to look at references. Meanwhile, application reflects students' ability to use the vocabulary they have mastered appropriately in various language skills, such as speaking, writing, reading and listening. Thus, good vocabulary mastery is not only marked by the number of words known, but also the extent to which students can recognize, recall, and use them effectively in communication.

d. The Importance of Vocabulary

Vocabulary is one of the most important components in learning English. To understand English, you need to remember a lot of vocabulary, or understand the meaning. Therefore, it is very important for students to learn

about vocabulary, because in vocabulary learning there are many components related to vocabulary, such as the meaning of the same words, pronunciation, affix, and others (Ghina, 2021). According to Tamdang (2024) Without sufficient vocabulary, students' cannot communicate effectively or express their ideas in both oral and written form. Therefore, the students' should obtain vocabulary mastery. According to Masyhur (2018) The vocabulary is very influential in four English skills, such as speaking, listening, reading, and writing. Vocabulary is one of the most important components in learning English.

Based on the above definition, it can be concluded that Vocabulary plays an important role in speaking, reading, writing, and listening skills, and is the foundation for language learning. Good comprehension allows one to understand and convey ideas effectively, while limited comprehension can hinder the learning and communication process. Therefore, vocabulary is a fundamental aspect that must be mastered in language learning.

e. The relationship between vocabulary in language learning

Vocabulary has become an important part of English as a foreign language. Vocabulary is one of the important aspects for students to learn. One must master a sufficient number of words to listen, speak, read, or write something in English well. Thus, the achievement of adequate vocabulary is an inevitable demand in using English. As we know that junior high school students should master a vocabulary of more or less 1000-1500 words. According to Syafawani (2023) In learning English, the most basic thing that students must master is vocabulary mastery. Because vocabulary is very important in learning English, if they do not master vocabulary, students will have difficulty learning English. Researchers found that in the learning process, students often have difficulty understanding the meaning of a word because their vocabulary mastery is still very lacking. This greatly affects the process of achieving basic competencies and learning outcomes, because lack of vocabulary mastery can hinder English learning.

f. The Types of Vocabulary

There are four types of vocabulary according to Clarence L Barnhart in Apriliani (2018) as follows:

- a. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three. As for the researcher reading vocabulary is vocabulary or words that a person understands and recognizes when reading.

b. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice. According to the researcher, vocabulary listening is the ability of someone who can understand and recognize words correctly when listening.

c. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user. According to researchers, vocabulary writing is a person's ability to use various words in writing to convey ideas and information clearly.

d. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gestures. According to the researcher, speaking vocabulary is a person's ability to use various words and can convey thoughts or ideas clearly and easily understood by the listener.

From the quotation above we know that vocabulary includes all skills in language and all the skills are indeed related to vocabulary.

According to Paul Davies and Eric Pearse in Apriliani (2018) there are five types of vocabulary practice activity:

a) Brainstorming

Get the learners to think of as many words as possible related to specific topic for example the topic

b) Labeling

This is similar to brainstorming but with a chart or picture to add the learners. It is especially suitable topics like part of the body of things in the kitchen. Again it can be handled as team competition. Separate drawings or a wall for each team. Alternatively, the teams can take turns to label on picture, using different colored chalks or markers.

c) **Miming**

Miming is a non-verbal communication technique in which a person uses body movements, facial expressions, or other expressions to visually convey a message or information without using words. This technique is often used in theater, performing arts, or in situations where words are insufficient or unavailable to communicate.

d) Give a learner from one team a piece of paper with an activity written on it (for example sail a boat eat an ice. Cream, fly a small plane). That learner's member can guess it in a given time.

e) **Oral fill-in**

Select or write an appropriate story. Leave out words that the learners should be able to guess from the context or with help from your miming. Then tell the story as if we could not think of some words and need the learner to help.

f) **Classification**

Write words related to two or more. The topic is mixed together on the board. Ask the learners to identify the topics and then to decide which words or associated with which topic.

g. Bloom's Taxonomy in Learning Vocabulary

According to Ulfah (2023) Bloom's taxonomy is a hierarchical structure that identifies thinking skills ranging from low to high levels. Bloom's taxonomy was first published in 1956 by an educational psychologist, Benjamin Bloom. In education, the three domains of Bloom's Taxonomy, namely the cognitive, affective, and psychomotor domains, are important and indispensable. In the cognitive domain can develop children's skills through knowledge, the affective domain can be reviewed through moral aspects, which are shown through the feelings, values, motivation, and attitudes of learners. In the affective domain, students are generally weak in mastery, while in the psychomotor domain, students are

not enough to memorize a theory, definition, but students must also apply the abstract theory, into real actualization (Ulfah , 2023).

The explanation of Bloom's revised taxonomy is as follows:

1). Remembering

Remembering is the first level cognitive process in the taxonomy. Remembering is an attempt to regain information or knowledge from memory contained in memory.

2). Understanding.

This level of learners is required to be able to show that they have gone beyond adequate understanding to organize and structure the material received.

3). Applying

Applying is the ability to do something and apply concepts in certain situations. Applying is included in the procedural knowledge dimension.

4). Analyzing

Analyzing is the ability to separate concepts into several elements or organize them into principles. At this level, students are required to identify from general things to specific or from concepts to processes. to be specific or from concept to process.

5). Evaluating

Evaluation relates to the ability to determine the degree according to certain norms, criteria or benchmarks. related to the cognitive process of providing judgment based on existing criteria and standards.

6). Creating

Creating is the ability to combine elements into a whole and coherent new work, or make something original. Creating is related to students' learning experiences in the classroom and outside the classroom (Maulana, 2022).

Learning vocabulary in Bloom's Taxonomy can occur at any cognitive level, depending on how the vocabulary is learned and applied. At the lower levels, students engage in remembering, such as

memorizing words, and understanding, which involves explaining the meanings of words in their own words. At the intermediate level, students apply vocabulary by using words in sentences and analyze them by comparing different meanings. At the higher levels, students evaluate the use of vocabulary within a text or conversation and create new content, such as writing stories, composing essays, or speaking using newly acquired vocabulary. This progression illustrates that vocabulary learning is not limited to rote memorization but can reach complex levels of thinking and language use.

In this study, the researcher applies the “Low Level” where students are asked to memorize and understand the vocabulary given by the teacher in the learning process.

According to Sulistiana (2019) Students' lack of vocabulary affects other skills in language learning such as listening, speaking, reading and writing skills which means vocabulary knowledge plays an important role in language learning. It has been noticed that learners with a large amount of vocabulary knowledge can easily master other skills in a language and have.

2. The Concept of Game

a. The Definition of Game

A game is an entertaining and engaging activity, often challenging, in which learners play and interact with others (Mansyur, 2018). According to Game is very simple way to make students interest in English classroom. The learning process by playing games can provide more interactive English learning atmosphere so that it is expected to improve the ability of students in vocabulary development (Sopiah, 2022). Similarly, Amin (2019) stated that games are enjoyable activities favored by most students, offering both entertainment and educational benefits. Games help sustain students' interest and motivation in learning. He emphasized that “play is a purposeful activity, and games are a part of playing.”

Based on these definitions, games can be concluded as structured activities that provide enjoyment, promote engagement, and follow certain rules. In the context of education, games not only offer recreation but also

support cognitive and language development, making them essential tools in the learning process.

b. The Principles of Game Selection

In determining the role of games in developing students' vocabulary, the teacher needs to have their purpose clearly in mind if the major purpose is to make learning English vocabulary effectively and successfully. According to Wright Sari (2015), it is important to make sure that the games which are want to played is familiar with the students to reduce the difficulties in conducting the games. In using games in the class, the English teacher not only responsible inselecting game that want to use in the class but also in creating conditions in the class, in term conditioning students and the material. Like Allen in Sari (2015)"s said that "language teachers are responsible for creating conditions which encourage vocabulary expansion, and a well-chosen game can help the students.

c. The Definition of Guessing Game

A guessing game is a game where individuals or teams try to answer questions that have been given some keywords related to the vocabulary in question. This game can be started by using a question sentence that begins with the word "what" or "who". Guessing games can be done in various ways or media, such as ABC games, flash cards, and hangman games. According to Apriliani (2018) A game is an activity with rules, a goal and an element of fun. Furthermore, according to the Longman Dictionary of Language Teaching and Applied Linguistics, games are defined as an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language. Games may be simple and require very little planning or may need quite a bit of preparation and the use of special materials, such as dice, boards, or picture, word or sentences cards. Some games are competitive, with teams or individuals working towards being the "winner".

Furthermore, Latifa et al in Arjunia (2022) defines a guessing game as a game wherein players compete individually or in companies to identify something that is obliquely indicated (as in riddles or charades). In addition, Wright (1983) says that, guessing game is someone knows something and the

others must find out what it is. In order to learn vocabulary, students must guess the words they want to learn.

Based on several definitions about games above, the researcher concluded that game is a structural fun activity with rules and being play by several players to achieve a goal. It means that game has to be fun activity, having a structural activity and being played by several players. Game must have a goal and that should be rules in the activity.

Moreover, Meanwhile, According to Webster in Amin (2019), "Guessing game is game in which is participants compete individually or term in the identification of something". From the statement above the guessing game is involved in the participant compete on term in identification someone or something.

Robert in Apriliani (2018) assumes that guessing game can also be helpful when completing systematic desensitization. It means that the guessing game provides a format for scheduling and rating pleasant activities in a fun activity, having a structural activity and being played by several players. Game must have a goal and that should be rules in the activity.

Moreover, Jill Hadfield in Apriliani (2018) stated guessing games are a familiar variant on this principle. The player with the information deliberately withholds it, while others guess what it might be." It means that one 22 people give some clue to others, and they must guess what is that people mean.

Robert in Apriliani (2018) assumes that guessing game can also be helpful when completing systematic desensitization. It means that the guessing game provides a format for scheduling and rating pleasant activities in a fun and engaging manner.

In addition, Jibson in Apriliani (2018) argues that guessing game is one of the ways which used was to tease mistaken student, she believes that students should be relaxed and not nervous. It means that the students should have been able to widespread concern about validating and reinforcing students.

Based on the definition above, the researcher can assumed that guessing game is the implementation some activities to get the learning goal with the guess information such as picture, activity, or sentence but expressly withholds that information.

3. Students' Interest

a. Defenition of Interest

The definition of interest according to the complete dictionary of psychologists in irsyada (2018) is (1) an attitude that lasts continuously that a person's attention; (2) a feeling that an activity, work or object is valuable or in other words, meaningful to the individual; (3) a state of motivation or a set of motivations that guide behavior towards a particular goal (Bernadetha, 2011). towards a particular goal (Bernadetha, 2014). The next definition, put forward by Shaleh (2004) states that interest is a tendency to pay attention and act towards people, activities or situations that are the object of the interest. the object of that interest accompanied by a feeling of pleasure from the heart.

Interest is where someone has attention and desire to understand and learn and prove it further. Interest grows because of attention to an object where further attention fosters a willingness to know, learn and prove. Interest is also a person's awareness that an object, a situation or a problem related to himself. (Darmadi in Mesra, 2021).

Interest is a condition where students pay attention to something accompanied by a desire to know and learn something until they enter the phase of wanting to create and prove further. Interest arises because of attention to an object, where this attention raises the desire to know, learn, and prove further. Interest is a person's awareness that an object, a problem or situation contains a connection with him (Usman in Prayuga & Abadi, 2019).

b. Indicators of Interest in Learning

The interest variable in the context of education can be measured operationally through three main indicators, namely attention, pleasure, and willingness to participate, as explained in the theory of educational psychology. Attention refers to the extent to which students actively focus on a learning activity, such as listening attentively, asking questions, or showing involvement in discussions. Pleasure reflects the feelings of pleasure and satisfaction obtained by students when participating in learning, which can be seen from positive expressions, enthusiasm, or interest in the material being taught. Willingness to participate relates to students' readiness and desire to voluntarily take part in learning activities, such as participating in group assignments, trying new challenges, or working on assignments enthusiastically. Thus, interest in learning

is not just a passive interest, but can also be observed and measured through students' active involvement in the learning process.

c. Factor that affect Interest

a) Internal Factors

Internal factors are something that makes students interested, comes from within, such as attention, curiosity, motivation and student needs. These internal factors include psychological aspects consisting of interest in learning, comfort in learning and willingness to learn, then physiological aspects consisting of student participation, and student health (Syahputra in Mesra, 2020).

I. Convenience in Learning

In this study, internal factors that influence students' interest in learning during the pandemic include students' sense of pleasure and interest when participating in the learning process. From the results of the interviews, it can be concluded that students feel happy and interested in participating in the learning process. Some students stated that they enjoyed participating in learning at school because the learning process was fun. So that students feel more interested in participating in learning activities.

II. Comfort in learning

Currently the teacher explains the material online, conducts learning for example online, gives assignments, takes videos from YouTube and then the child does the assignment. This method is considered easy to accept and follow by students because students can be active and understand the material well. From the results of the interview, it can be concluded that students feel comfortable in the learning process from within themselves. Without having to be forced first to take part in learning, students will be enthusiastic because they feel comfortable when learning.

III. Willingness to Learn

In following the learning process, some students have difficulty in receiving learning material because they do not understand the material presented by the teacher. From the results of the interview, it can be concluded that the form of a student's sense of willingness

to learn is that when experiencing difficulties, the student has an initiative or a way out because of the willingness to learn to overcome these problems, namely by asking the teacher and parents.

IV. Student Participation

When learning takes place students feel enthusiastic in participating in learning. From the results of the interview, it can be seen that students are much involved and active during the learning process, when the teacher conveys the material students also pay attention to what is being conveyed by the teacher. Before the learning process begins, students also study the lesson first so that when learning begins students feel enthusiastic because they already know something before starting learning.

V. Student Health

during the learning process, student health is very important during this online learning, healthy children will have enthusiasm but unhealthy children will be lethargic when participating in online learning. Based on the interview results, during the learning process students are in a healthy condition. Students are required to get enough sleep and eat regularly so that students' health is not disturbed during the learning process.

b) External Factors

External factors are things that make students interested from outside such as encouragement from parents/guardians, teachers and the surrounding environment. These external factors include environmental aspects consisting of family support and learning atmosphere, then aspects of the learning atmosphere consisting of learning facilities (Syahputra in Mesra, 2021).

I. Family Support

Support from students' parents is one of the motivations outside of students. Students become motivated to take part in learning at school by getting support from their parents. If there are students who have difficulty learning to understand the subject matter, the teacher is assisted by parents in guiding students. Teachers motivate students to be interested in participating in the learning process by

always providing interesting learning materials. The family environment affects children's interest in learning. From the results of the interview, it can be seen that the form of parental support for children's interest in learning such as parental assistance when students study at home, so that it can grow motivation in children. In addition, parents also want to know their children's abilities in terms of learning.

II. Learning Atmosphere

When learning is carried out, the situation of the learning process is very influential in the learning process. From the results of interviews according to several students, their learning situation was not so conducive because of disturbances during learning. Controlling the situation during the learning process that parents provide can make students calm so that learning can run smoothly.

III. Learning Facilities

In this study, external factors that influence student interest in learning during the pandemic include infrastructure, teachers, and parents. Facilities and infrastructure that support learning process activities include internet network access, cellphones to support teaching and learning activities, and other student stationery. The school environment is included in external factors that can affect a student's learning process. In the teaching and learning process, the teacher has an important role. The obstacles faced by teachers in implementing the learning process are related to students' lack of enthusiasm for learning, unsupportive internet network access, and insufficient cellphone memory capacity. Parents provide facilities for children's learning, so that learning activities can run and children are more enthusiastic about learning, which will make it easier for children to master learning material.

d. Types of Interest

According to Prayuga (2019) states that “the emergence of interest in students can in principle be divided into two types, namely: 1) interest that grows within 2) interest that arises because of external influences.” From these two types it can be explained that: first, interest that grows from within students is influenced by

heredity or natural talent. Second, interests that arise due to influences from outside the student, interests that arise along with the student's development process. Interest itself can be influenced by family or parental encouragement, environment, and customs and habits. Meanwhile, Susanto in Prayuga (2019) reveals that “there are two types of causes of interest in a person, namely spontaneous interest and patterned interest.” Spontaneous interest is an interest that arises spontaneously without any influence from outside the student. Meanwhile, patterned interest is interest that arises due to the influence of planned and patterned activities, such as in teaching and learning activities that are packaged so that educational institutions and teachers create interest in learning. Based on the above opinion, interest in learning can be distinguished by two types, namely: First, interest in learning that grows within students who arise spontaneously is influenced by heredity and natural talents possessed by students. Second, interest in learning that is influenced by influences from outside the student that arise due to patterned activities influenced by the environment, teachers, parental encouragement, and customs.

4. Wordwall Application

a. Definition of Wordwall

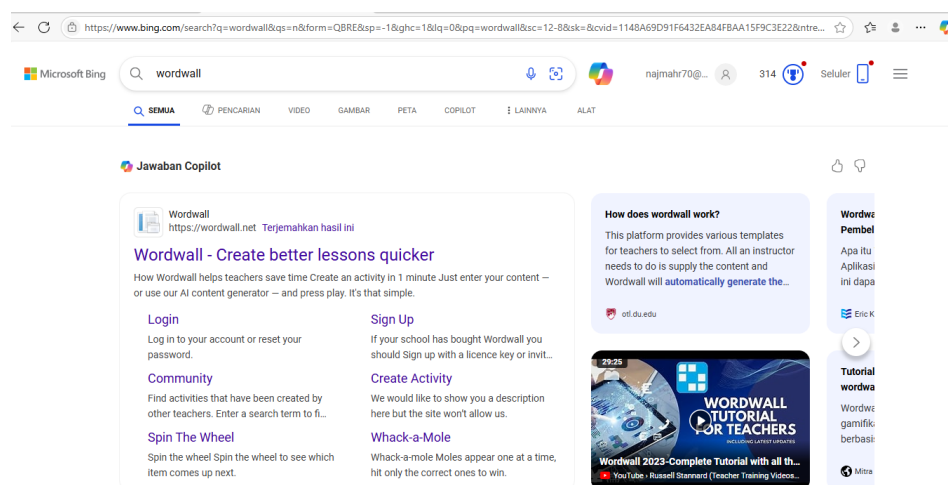


Figure 2.1 Definition of Wordwall

Wordwall is an intriguing, interactive, and educational game application for the browser. This program is intended to serve as a fun learning resource, media, and evaluation tool for kids. New users can get a sense of what creativity will look like by looking at samples of the teacher's creations on the wordwall website. Wordwall is a web program that we use to generate entertaining quiz-based games.

This online tool may be used to create and examine a learning evaluation (purwitasari, 2022).

Wordwall is an interesting application on the browser. This application is specifically intended as a learning resource, media, and fun assessment tool for students. The wordwall page also provides examples of teacher creations so that new users get an idea of what kind of creations they will make (Putri, 2020).

From the explanation above, we can conclude that wordwall is a game application from web browser that can used in educational process as a tool or learning media that bring many advantages. Wordwall quiz appropriate to evaluation students learning outcomes and in learning process with fun way.

b. The Strengths and Weaknesses of Wordwall

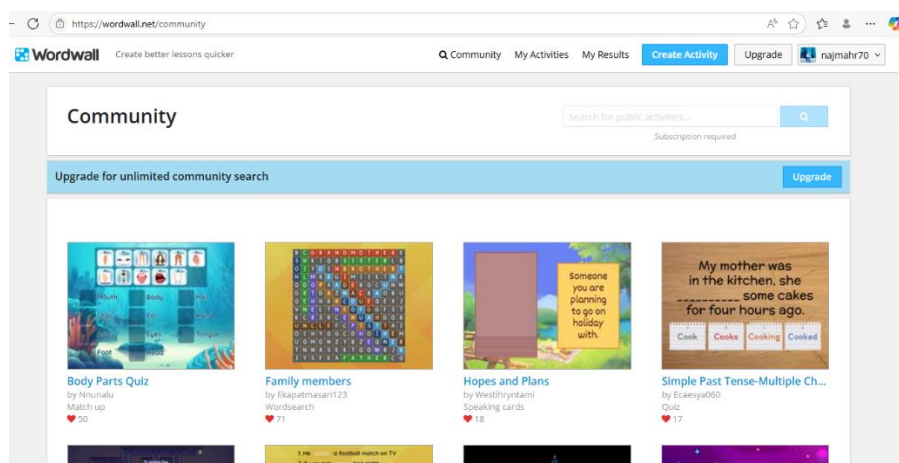


Figure 2.2 menu wordwall

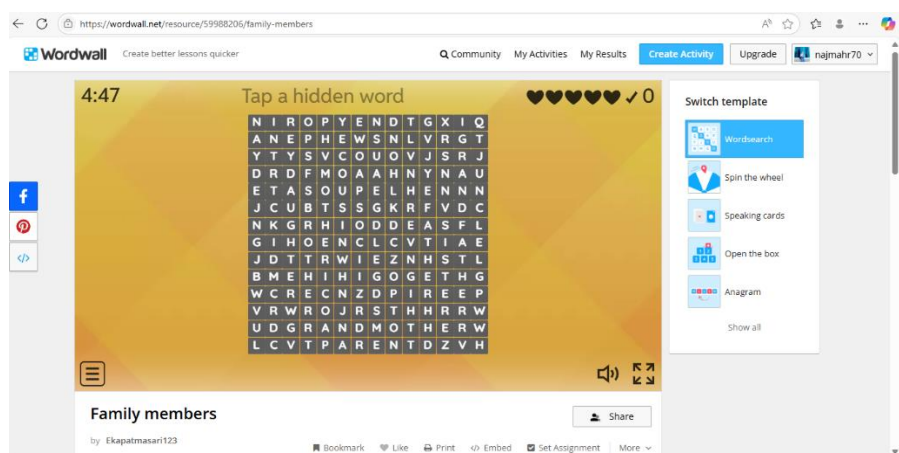


Figure 2.3 Template Game

The strengths of wordwall games include more relevant, exciting, and easy-to-follow learning for students, as well as topics that can be customized to different learning styles. The wordwall application provides 18 templates that can be accessed for free and users can change activity templates from one activity to

another easily. Teachers can also make their own content a task. Moreover, the most intriguing aspect of wordwall is that created games may be printed and played offline.

The drawback of the wordwall game is that when used at a basic level, it is prone to cheating, the font size cannot be changed and the size of the writing cannot be changed by the user.

C. Conceptual Framework

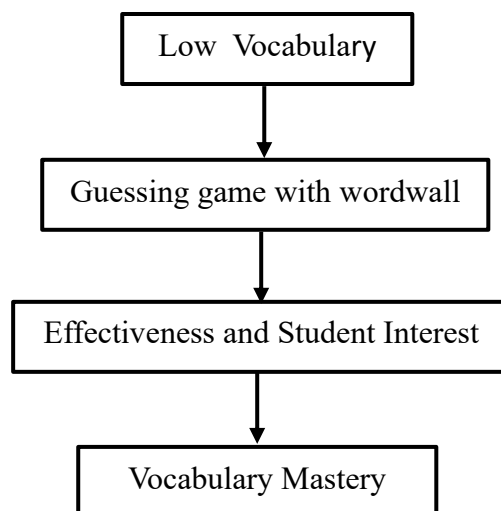


Figure. 2.4 Conceptual Framework

Based on the diagram above, the researcher will use a word guessing game with Wordwall as a learning technique to address the issue of students' low vocabulary mastery. Through the implementation of this method, the researcher aims to examine the extent to which the game is effective in improving vocabulary acquisition as well as increasing students' learning interest. These two aspects effectiveness and student interest are expected to contribute positively to the achievement of vocabulary mastery.

D. Hypothesis of the Study

This study is to answer such a question "Is guessing game technique effective in improving students' vocabulary mastery?" To get the answer the researcher proposes Null Hypothesis (Ho) and Alternative hypothesis (H1) as below:

1. Null hypothesis (Ho): The guessing game technique is no effective to used in improving the students' vocabulary mastery.

2. Alternative hypothesis (H1): The guessing game technique is effective to used in improving the students' vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study shows that the use of word guessing techniques through Wordwall is very effective in improving students' vocabulary mastery. This effectiveness was significantly proven by comparing the test results between the experimental class (using Wordwall) and the control class (conventional method). Quantitatively, there was a sharp increase in the average score in the experimental class, from 38.33 (pre-test) to 72.92 (post-test). This difference was much greater than the increase in the control class. The t-test results showed a significance value of 0.000 (<0.05), which statistically proves that there is a positive effect of using Wordwall on vocabulary mastery. Thus, Wordwall, especially through game activities, has succeeded in creating an interactive and enjoyable learning environment that correlates directly with an increase in students' lexical abilities.

The analysis of the questionnaire revealed highly satisfactory student interest in using Wordwall for vocabulary acquisition, successfully resolving the issue of low prior learning motivation, as evidenced by a majority of students (15 out of 24) who strongly agreed they became more interested, enthusiastic, and motivated by the tool. Furthermore, students reported feeling comfortable, happy, and actively engaged in answering questions and participating in games; thus, it is concluded that Wordwall functions not merely as an effective knowledge transfer method, but crucially, as a powerful stimulus that transforms the traditionally dull vocabulary learning process into a dynamic, collaborative, and exceptionally popular classroom activity.

B. Suggestion

Based on the conclusions outlined above and the significant findings of this study, the researchers propose several recommendations addressed to various relevant parties so that the results of this study can contribute positively to the education process and ensure its sustainability. These recommendations are designed to optimize and sustain the implementation of Wordwall learning techniques and serve as a reference for future research.

1. For the Teacher

Adopting Wordwall as a Learning Method, as a primary interactive and innovative method for teaching science, teachers should utilize the variety of game templates available to prevent student boredom.

2. For the students

Students are encouraged to study independently using the Wordwall app outside of class as a fun alternative to boring memorization methods. Students are encouraged to use it as a medium for healthy collaboration and competition with classmates.

3. For the school

1. Schools must provide adequate digital infrastructure support (stable internet connection, electricity, hardware such as laptops/tablets, and optimally functioning projectors) because Wordwall learning relies heavily on digital media.
2. Schools should hold regular training/workshops for teachers, especially English teachers, on the integration of educational technology and educational game applications like Wordwall, to ensure maximum media utilization.

4. For the future Researcher

Future researchers are advised to conduct comparative experimental studies to directly compare the effectiveness of Wordwall with similar digital educational gaming platforms (Quizizz or Kahoot) to determine which medium provides the most significant vocabulary gains.

Strengths and Weaknesses

1. Strengths of this Research

The strengths of this research lies in its success in providing concrete evidence and accurate calculations that the use of Wordwall media is truly successful and deserves to be implemented in learning. The research design, which compares two groups of students (one using Wordwall, the other not), makes it possible to clearly prove that the increase in students' vocabulary scores occurred purely because of Wordwall, and not due to other factors. Besides the scores, the study is also superior because it successfully proved a positive impact on students' feelings, namely that Wordwall successfully overcame the problem of bored students and was significantly able to increase

their enthusiasm, willingness to learn, and activeness in class, thereby making it a new and very useful teaching solution today.

2. Weaknesses of this Research

The weaknesses of this research lie in the on-site constraints and the scope of its findings. The implementation of Wordwall as a medium is very risky because it is entirely dependent on stable electricity, a strong internet signal, and adequate devices at the school; consequently, if there is a technical problem, the learning process will fail instantly. Furthermore, although the test results show that students are good at recalling and recognizing new vocabulary, the research cannot yet guarantee that they are also skilled at using the vocabulary flexibly in daily speaking or writing; in other words, these results only focus on the 'knowing' aspect of vocabulary, not the 'being able to use' aspect. Finally, because the researcher only compared Wordwall with ordinary teaching methods, this study has not proven whether Wordwall is the best choice compared to other similar educational game applications.

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