



THE USE OF WORDWALL MEDIA TO IMPROVE STUDENTS' VOCABULARY AT TENTH GRADE OF SMK NEGERI 1 SITOLUORI

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ABSTRACT

This study explored the effectiveness of Wordwall Media in enhancing vocabulary acquisition among tenth-grade students at SMK Negeri 1 Sitoluori through a Classroom Action Research (CAR) approach conducted over two cycles. The findings revealed a marked improvement in vocabulary, assessed across three domains: spoken, written, and meaning. Initial pre-test scores showed averages of 52.72 (spoken), 29.63 (written), and 28.63 (meaning). In Cycle I, scores rose to 73.63 (spoken), 75 (written), and 49.09 (meaning), and further improved in Cycle II to 84.09 (spoken), 86.81 (written), and 84.09 (meaning). The use of Wordwall Media significantly supported vocabulary development by offering interactive and visually engaging content, such as animations and images, which enhanced student comprehension and motivation. The study concludes that integrating Wordwall Media into English instruction effectively addresses students' vocabulary challenges. Teachers are encouraged to adopt this tool consistently to foster a more dynamic and effective learning environment.

Keywords: *Wordwall Media, Vocabulary, Classroom Action Research.*

1. INTRODUCTION

Language is the way to communicate with each other. "English is a global Language", (Silaban W. et al. 2023; Suprayogi et al., 2024; Adawiah et al., 2023; Sitio et al., 2023). Language became our tool to communicate with others. There were thousands of languages in this world. English plays a crucial role in communication worldwide, and its influence is undeniable. Since English is the most commonly spoken language globally, its significance cannot be denied and ignored. No matter where you go, English often serves as a common bridge between people of different languages, proving just how important it is in today's world.

Yulizar I (2022) and Zulkifli et al. (2022) It means that English subject is crucial to be studied. The initial step for students should be to learn vocabulary before studying English skills. Vocabulary is one of

fundamental part of learning English. In both teaching and studying a language, vocabulary plays a crucial role and its importance can't be overstated. Rashid et al. (2022) explained that "communication will break down if they do not know the correct word".

In this digital era, applying technology in English learning is important thing that should considered by the teacher. "Technology is numerous tools that teachers can use in and out of the classroom to enhance students learning", Lubis F (2017) and Riani Hafshah & Nugraheni (2024). One of the technologies that can be used in education is by implement or utilizes media in the learning process. Nurullah A. et al. (2023) argued that "the focus of English learning at the tenth grade level is centered on mastering language skills and practicing them by presenting students' abilities in types of English texts regularly even though there are pauses due to lack of vocabulary".

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In reality, tenth grade students at SMK Negeri 1 Situluori still lacked of vocabularies mainly because the written and spoken forms of words are different, they not able to pronounce, spell and understand a text even a sentence.

Considering the background stated above, the researcher selected a research entitled "The Use of Wordwall Media to Improve Students' Vocabulary at Tenth Grade of SMK Negeri 1 Situluori" which aims to investigate how Wordwall media can improve students' vocabulary. Hopefully, the results of this research can produce real contributions in improving vocabulary and in using technology in teaching learning.

2. LITERATURE REVIEW

Definition of Vocabulary

Vocabulary is collection of words using to communicate orally to others. Vocabulary become as important elements in learning English. It is impossible to overestimate the significance of vocabulary in language instruction and learning. Teng M, et al. (2024) explained that "vocabulary is the body of words that make up language". Vocabulary is the collection of words that comprise language.

Types of vocabulary

Lathifah et al. (2020) stated that there are two types of vocabulary, namely:

- a) Active Vocabulary (Productive Vocabulary) refers to the words people actually use when they speak or write; the ones that come out naturally in their everyday communication.
- b) Passive Vocabulary (Receptive Vocabulary) includes words that learners might recognize when reading or listening, even if they don't fully know or use them themselves. These are words people encounter often but may not feel confident using in their own speech or writing.

Classifications of vocabulary

Vocabularies classified into function and contents of words. The classification of word intended of such as nouns, pronouns,

verbs, adjectives, prepositions, conjunctions, and interjections. Below are the explanations:

- 1) Adjectives describe or modify nouns, giving more detail about them.
- 2) Adverbs add meaning to verbs, adjectives, or other adverbs.
- 3) Prepositions show the relationship between a noun/pronoun and another word, often indicating place, time, or direction.
- 4) Pronouns replace nouns to avoid repetition.
- 5) Verbs express actions.
- 6) Nouns name people (teacher), places (school), or things (book).
- 7) Conjunctions connect words, phrases, or clauses.
- 8) Interjections are short exclamations that show emotion

The Nature of Speaking

Mastery of speaking skills is crucial as it allows speakers to articulate their ideas clearly, engage in conversations, and convey emotions, thereby facilitating interpersonal relationships and social interactions.

Based on the problem discussed in the background, the problems found were students are lack of vocabulary mainly because the written and spoken forms of words are different. I.S.P. Nation, in Webb (2013), stated that "two aspects of vocabulary that related to the problem are":

Table 1 Aspects of Vocabulary

Aspect	Part	Definition
Form	Spoken	What does the word sound like? How is the word pronounced?
	Written	What does the word look like? How is the word written and spelled? What meaning does this word from signal?
Meaning	Form and Meaning	What word form can be used to express this meaning

Definition of Wordwall

Wordwall is a web-based interactive learning platform that offers a variety of

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educational games for classroom use. Wordwall is an online educational platform that turns learning into interactive games. Ramadhan and Zaharani (2021) stated that "Wordwall media is the right medium to make student feel less bored and they become easier to understand vocabulary". Furthermore, Timumun (2020) said that "a Wordwall is a part of words or a collection of words used to teach vocabulary, spelling, and more".

Advantages of Wordwall

- a) To assist in teaching key general principles regarding words and how to use them.
- b) Get students practicing English naturally through interactive word games, lowering the fear of mistakes.
- c) To use teachers' own words to produce a range of wordwall media.
- d) From a vast database of exercises, the teachers have the flexibility to choose which vocabulary words or grammar concepts to focus on. All of the exercises, including matching words, etc.

Steps to use Wordwall

- a) Register at <https://wordwall.net>, then enter the information that is asked for
- b) Next, select one of the pre-existing template activity types by clicking "create activity."
- c) Write the question's description and the material's title.
- d) Then click done after finishing editing

3. METHODS

This study used Classroom Action Research (CAR) to improve students' vocabulary. CAR helps teachers find the best ways to teach English effectively. It's a practical method where teachers test strategies, observe results, and adjust their approach. By reflecting on what works, they can tailor lessons to boost learning. This makes CAR a powerful tool for enhancing language skills. Ultimately, it helps students to master vocabulary more successfully.

Procedure of the research

- a) Planning
Planning involves organizing all the necessary steps based on initial observations. At this stage, the researcher prepares everything required for the research.
- b) Action
During the action phase, the researcher puts the plan into practice. This involves teaching vocabulary through Wordwall games while carefully observing how students respond to the activities.
- c) Observation
Observation involves carefully documenting and analyzing everything that happens during classroom activities. The researcher notes how students respond to lessons, evaluates the effectiveness of teaching materials and methods, and tracks all steps in the implementation process.
- d) Reflection
Reflection involves reviewing the results of classroom actions to plan next steps. The researcher analyzes what worked and what didn't during the lesson. If the goals were met, the cycle ends; if not, adjustments are made for another round. This evaluation helps validate findings and guide future teaching decisions.

Subject of the research

The research subject was tenth grade students at SMK Negeri 1 Sitoluori. The students consisted of 22 persons (13 men and 9 women). Therefore, researcher improved students' vocabulary by using wordwall media.

Variables of the research

Research variables are anything in the form of anything that is determined by the researcher to study so that information is obtained about it, then conclusions are drawn" (Sugiyono 2020). In this research, students' vocabulary served as dependent variable, while then use of wordwall media acted as the independent variable.

Instruments of the research

- a) The Observation Sheets

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b) Test

Data collecting techniques

- a) Observation
- b) Test (Pre-test and Post-test)

Data Analysis techniques

1. Analysis the Qualitative Data

- a) Data Reduction
- b) Data Display
- c) Drawing Conclusion and verifications

2. Analysis the Quantitative Data

The quantitative data take from the test by using the formula of mean by Syah (2009).

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Test Items}} \times 100$$

To find the average vocabulary test score for the class, use this formula:

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

Where:

X: Average

$\sum X$: Number of scores (grades) of existing students

N: Total sample

Furthermore, to determine the students' achievement into classification as below:

Table 2 The classification score for test

No.	Scores	Category
1.	80-100	Very good
2.	70-79	Good
3.	60-69	Enough
4.	50-59	Satisfactory
5.	0-45	Bad

(Syah, 2009)

4. RESULTS AND DISCUSSION**RESULTS**

Before introduced the Wordwall media intervention, students' initial vocabulary knowledge was measured through a comprehensive pre-test administered on Tuesday, February 25th, 2025. The researcher administered a multiple choice and oral test

as part of the pre-test activities. The results in this test were then displayed in the table below:

Pre-test**Table 3 The students' score (Pre-test)**

Students' Code	Form		Meaning
	Spoken	Written	Meaning
AOZ	60	70	20
AFG	30	20	30
AZ	40	10	20
BZ	60	20	50
CFZ	30	40	30
DH	40	0	30
DWZ	30	0	40
EMZ	80	100	10
EYZ	90	40	30
EPZ	60	20	30
GAZ	60	40	30
IHH	70	70	30
KKG	50	0	20
MPZ	60	20	30
RWH	40	0	20
RH	60	50	30
SH	60	70	40
STMZ	40	0	40
TZ	70	0	20
VG	20	0	30
WAZ	30	0	20
WH	80	100	30
Average	52,72	29,63	28,63

The data above showed that the pre-test results illustrated a diverse range of student performance across spoken, written, and meaning. Spoken scores were the highest overall, with an average of 52,72 suggested that students were relatively stronger in this area. However, written with an average of 29,63 and meaning with an average of 28,63 shown significantly lower averages, indicated challenges in these skills.

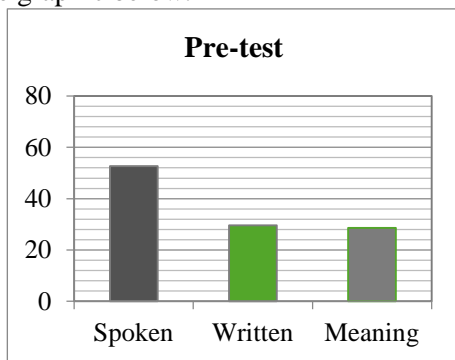
In spoken the highest score was obtained by Erta yanti Zega with the score was 90, the lower score was 20 obtained by Valentino Gea. Next, in written the highest score was obtained by Elvin and Wisdom with the score was 100, the lower score was 0 obtained by 8 students. Furthermore, in meaning the highest score was obtained by Beniridol with the score was 50, the lower

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score was 20. This variation highlighted differences in individual language proficiency levels and learning needs.

The data also suggested a need for focused improvement in written and meaning, as these areas consistently score lower than spoken. Students faced difficulties with vocabulary comprehension and word formation, which impacted their overall language skills. The researcher addressed these gaps by implementing targeted strategies like vocabulary-building exercises and written practice to enhance student performance. By addressing these weaker areas, educators can help create a more balanced skill set among the students while fostering their overall language development.

The students' score in three aspects of vocabulary improvement can be illustrated in the graphic below:



Graph 1 Students' Score (Pre-test)

Post-test Cycle I

Table 4 The students' score (Cycle I)

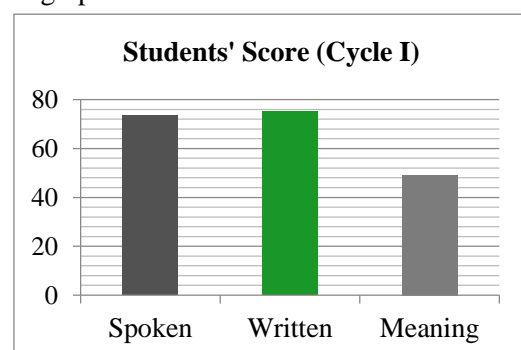
Students' Code	Form		Meaning
	Spoken	Written	Meaning
AOZ	80	100	40
AFG	70	70	50
AZ	70	80	30
BZ	70	70	70
CFZ	80	90	50
DH	70	70	50
DWZ	40	60	60
EMZ	100	100	30
EYZ	100	90	50
EPZ	80	70	50
GAZ	70	90	50
IHH	90	80	50
KKG	70	40	50

MPZ	70	70	50
RWH	60	70	40
RH	80	60	50
SH	80	100	60
STMZ	70	70	70
TZ	80	50	50
VG	30	60	50
WAZ	60	60	30
WH	100	100	50
Average	73.63	75	49.09

This table presented a detailed view of 22 students' scores in Cycle I, the students' score were got improvement from their score in pre-test. Specifically focused on spoken, Written, and Meaning, each scored out of 100 except in meaning. Looking at individual performance, students like Elvin Martius Zega and Wisdom Harefa stand out with perfect scores 100 in both spoken and Written. In contrast, Valentino Gea struggled more in spoken, scoring only 30. The averages at the bottom of the table highlight the scores got. Written emerges as the strongest area, with an average of 75, closely followed by spoken at 73.63.

However, the average score for Meaning, which stands at just 49.09 still became the lower. This lower average suggested that understanding meaning was a general challenge for the students in Cycle I. This showed that while many students might be able to pronounce and spell words adequately, grasping the conceptual understanding or application of those words was an area needing improvement. The distribution of scores across students also suggested varying learning styles or aptitudes, indicated the need for differentiated teaching materials and test to address these specific learning gaps.

The students' score in three aspects of vocabulary improvement can be illustrated in the graphic below:



Graph 2 Students score in Cycle I

Post-test Cycle II

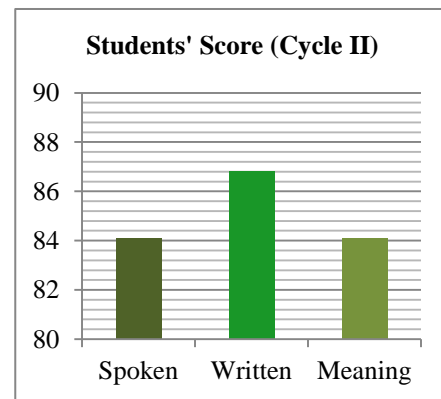
Table 5 The students' score (Cycle II)

Students' Code	Form		Meaning
	Spoken	Written	Meaning
AOZ	90	90	80
AFG	90	90	80
AZ	80	100	80
BZ	70	80	80
CFZ	100	90	80
DH	70	70	80
DWZ	70	90	90
EMZ	90	90	90
EYZ	100	90	100
EPZ	80	70	90
GAZ	100	90	80
IHH	80	100	80
KKG	70	70	80
MPZ	70	80	80
RWH	80	100	80
RH	100	90	80
SH	100	90	80
STMZ	70	70	90
TZ	90	100	80
VG	70	70	80
WAZ	90	100	90
WH	90	90	100
Average	84.09	86.81	84.09

The data in the table showed the performance scores of 22 students in three categories namely Spoken, Written, and Meaning. The students' score in this cycle were higher than previously test. The table above shown that in spoken, written and meaning the lower score was 70 and the higher was 100. The average score in spoken was 84.09, in written was 86.81 and in meaning was 84.09. Most students scored high across all categories, with many achieved scores of 90 or above in Meaning. Spoken scores vary slightly more, with some students scored as low as 70.

The average score for spoken was 84.09, indicating good overall performance in this category. The average score for Written was higher at 86.81 showing good improvement. The average score for Meaning was 84.09

The students' score in three aspects of vocabulary improvement can be illustrated in the graphic below:



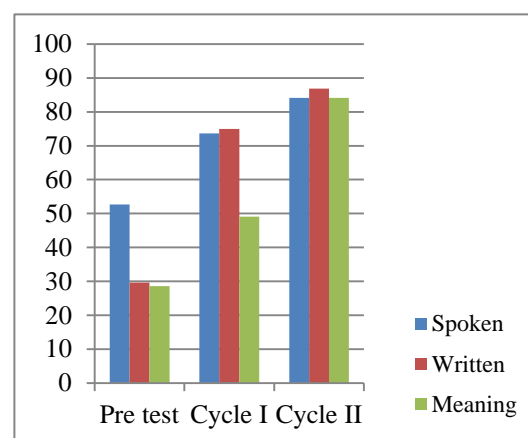
Graph 3 The Classifications of the students' score in Cycle II

For three test that have been carried out namely Pre-test to found the students' score before got treatment and then test in cycle I and cycle II, below were the significance improvement shown in table below:

Table 6 Average of Students' Score

Aspects of Vocabulary	Part	Average of Students' Score		
		Pre-test	Cycle I	Cycle II
Form	Spoken	52.72	73.63	84.09
	Written	29.63	75	86.81
Meaning	Meaning	28.63	49.09	84.09

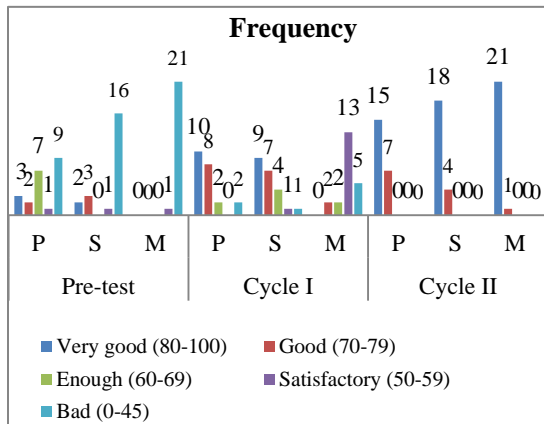
The data above can be presented in the graph below:



Graph 4 The Average of Students' Score in Pre-test, Cycle I & II

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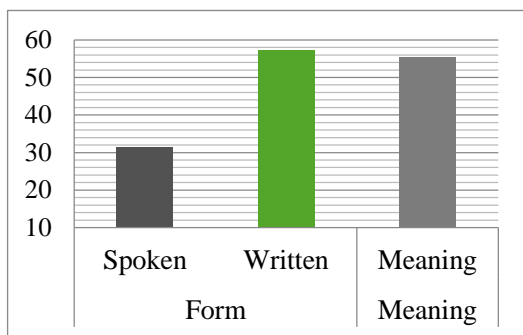
Based on the data above, the score was classified based on category in the table below:



Graph 5 Classifications of students score

Improvements of Vocabulary Aspects

Based on the data above, it can be analyzed which aspects of vocabulary have increased significantly when compared from pre-test, test I and test II, that can be seen in the graph below:



Graph 6 Improvements of Vocabulary Aspects

Based on the findings above, it can be concluded that from those aspects of vocabulary studied, the one that improved significantly was form especially written.

Classifications of Vocabulary in Pre-test

Based on the test given in the pre-test, it can be analyzed which part of the vocabulary most mastered by students

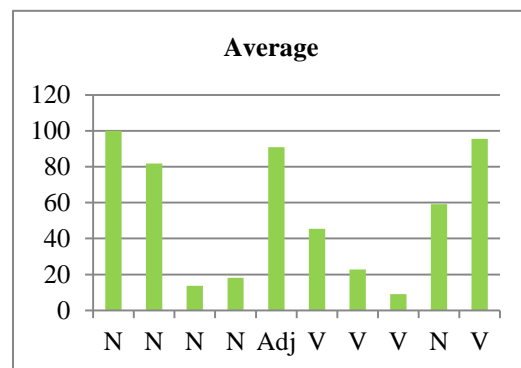
Table 7 Classifications of Vocabulary improved in Pre-test

Words	Class	Average
Art	N	100
Life	N	81.81
Building	N	13.63
Public	N	18.18
Simple	Adj	90.90

Painting	V	45.45
Turn	V	22.72
Draw	V	9.09
Artist	N	59.09
See	V	95.45

The table above shown 10 vocabularies given to students in the pre-test and has been classified based on the type of vocabulary, where there were 3 types of words included, namely Noun, adjective and Verb. From the 10 words given, it can be analyzed that the word that is pronounced correctly is "art" which is a noun with an average was 100, while the difficult one is "draw" which is a verb with an average was 9.09.

The data above can be presented in the graph below:



Graph 7 Classifications of Vocabulary improved in Pre-test

Next, in test cycle I, it can be analyzed that the vocabulary most mastered by students can be seen in the table below:

Table 8 Classifications of Vocabulary improved in Test I

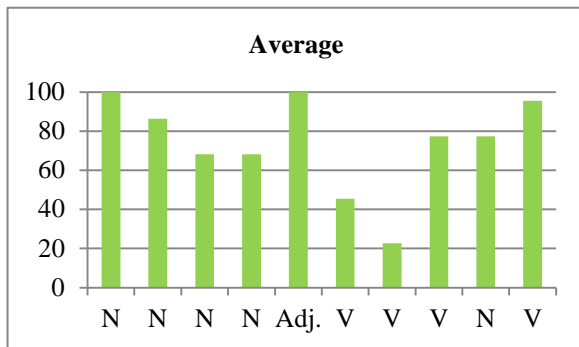
Words	Class	Average
Art	N	100
Life	N	86.36
Building	N	68.18
Public	N	68.18
Simple	Adj	100
Painting	V	45.45
Turn	V	22.72
Draw	V	77.27
Artist	N	77.27
See	V	95.45

From the 10 words given, it can be analyzed that the word that is pronounced correctly is "art" which is a noun and "simple" which is an Adjective with an average was

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100, while the difficult one is "turn" which is a verb with an average was 22.72.

The data above can be presented in the graph below:



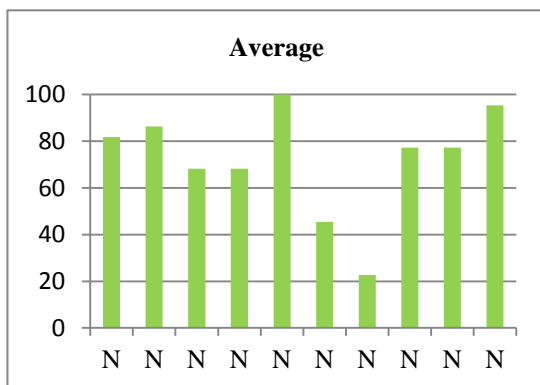
Graph 8 Classifications of Vocabulary improved in Test I

Next, in test cycle II, it can be analyzed that the vocabulary most mastered by students can be seen in the table below:

Table 9 Classifications of Vocabulary improved in Test II

Words	Class	Average
Graffiti	N	81.81
Opinion	N	86.36
Expression	N	68.18
Culture	N	68.18
Canvas	N	100
Messages	N	45.45
Uniqueness	N	22.72
Viewer	N	77.27
Masterpiece	N	77.27
Voices	N	95.45

From the 10 words given, it can be analyzed that the word that is pronounced correctly is "Canvas" which is a noun with an average was 100, while the difficult one is "Uniqueness" which is a noun with an average was 22.72. The data above can be presented in the graph below:



Graph 9 Classifications of Vocabulary improved in Test II

From the three tests given for the students, it can be concluded that the vocabulary that improved was Noun.

DISCUSSIONS

The findings of this classroom action research demonstrate that the use of Wordwall media significantly enhanced students' vocabulary mastery across three key aspects: spoken, written, and word meaning comprehension. The pre-test results showed that students had relatively low vocabulary knowledge, with average scores of 52.75 for spoken, 29.63 for written, and 28.63 for meaning comprehension. These baseline scores indicate that prior to the intervention, students struggled with both the productive and receptive dimensions of vocabulary, which is consistent with Afidah & Machfudi (2022), who reported that students often face difficulties in vocabulary mastery due to lack of exposure and engagement.

Following the implementation of Wordwall in the first cycle, improvements were observed with scores rising to 73.63 (spoken), 75 (written), and 49.09 (meaning). In the second cycle, scores further improved to 84.09 for both spoken and meaning, and 86.81 for written. These results place students in the "Very Good" category, indicating a significant progression in vocabulary acquisition. This aligns with the findings of Bandjarjani & Efrata (2023), who concluded that Wordwall media positively impacts vocabulary achievement by providing interactive and dynamic language exposure.

The improvement in students' vocabulary can be attributed to Wordwall's interactive features, which foster engagement and motivation. As supported by Hidayaty, Qurbaniah, and Setiadi (2022), Wordwall enhances student interest and learning outcomes by integrating fun elements into the learning process. The observation conducted by both the teacher collaborator and the researcher revealed that students became more active and participative during lessons. This is likely due to the gamified nature of Wordwall, which captures students' attention and encourages them to engage repeatedly

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with the target vocabulary, a key principle in vocabulary acquisition (Moody et al., 2018).

Wordwall's effectiveness also lies in its multimodal approach, using visuals, sounds, and repetition to support learning. Visual aids such as images and animations are known to help learners associate words with meanings more effectively (Anggraini, 2018). This was evident in students' improved comprehension of word meanings from cycle I to cycle II. Moreover, Wordwall offers students the opportunity to actively pronounce and spell words, which helps reinforce vocabulary retention. According to Rashid, Lan, and Hui (2022), vocabulary learning becomes more effective when it involves both recognition and production, a dual approach achieved by Wordwall's diverse activities.

Another key benefit of using Wordwall is its ability to reduce students' anxiety and create a relaxed learning environment. As highlighted by Zaen and Fauzi (2022), students learn vocabulary more effectively when they are in a comfortable and supportive classroom atmosphere. In this study, students responded positively to the use of Wordwall because it made learning vocabulary feel less burdensome and more enjoyable. This supports the idea presented by Hikmah (2019), who emphasized the importance of integrating digital media into language teaching to meet the needs of 21st-century learners.

Furthermore, the study also aligns with the current trend of incorporating technology in education. As Bahcivan et al. (2019) suggest, teachers with strong beliefs in technology-enhanced learning are more likely to successfully integrate tools like Wordwall in their instructional practices. The successful implementation of this media reflects a shift toward innovative teaching strategies, which support student-centered and interactive learning environments.

In conclusion, the research confirms that Wordwall is an effective medium for improving vocabulary mastery in EFL contexts. The students not only demonstrated significant academic improvement but also showed increased motivation and participation in the learning process. This supports the conclusions of Lestari and Rohmani (2024), who found that Wordwall is

effective in enhancing learning outcomes across various subjects. Therefore, integrating technology such as Wordwall in the vocabulary learning process can make English language instruction more engaging, effective, and aligned with learners' needs in the digital era.

5. CONCLUSION

The analysis of the data collected indicated a notable improvement in students' vocabulary scores from the pre-test through Cycle I and Cycle II. The initial assessment (pre-test) showed that students faced considerable difficulties in vocabulary, with average scores of 52.72 in spoken vocabulary, 29.63 in written, and 28.63 in meaning comprehension. After the introduction of the Wordwall media during Cycle I, there was a marked increase in performance—averages rose to 73.63 in spoken, 75 in written, and 49.09 in meaning. This upward trend continued in Cycle II, with scores reaching 84.09 for spoken vocabulary, 86.81 for written, and 84.09 for meaning, indicating substantial progress across all aspects of vocabulary acquisition.

The Classroom Action Research, conducted in two cycles, demonstrated that the use of Wordwall media significantly enhanced students' vocabulary skills. The interactive features of Wordwall encouraged active participation and engagement in the learning process. Observations showed that students became more enthusiastic and motivated, leading to better retention and usage of new vocabulary during class activities. The media's game-based approach fostered a more enjoyable learning environment, which positively impacted student performance.

This study focused specifically on the use of Wordwall to improve vocabulary among tenth-grade students at SMK Negeri 1 Situluori, utilizing the platform in its free trial version. Given the promising results, future research is recommended to explore the long-term impact of using Wordwall on language acquisition in broader contexts. Additionally, studies could investigate the effectiveness of other digital learning tools in comparison with Wordwall, the integration of

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such tools in different skill areas (e.g., grammar or reading comprehension), and their application across various educational levels. Expanding the sample size and involving multiple schools could also provide more generalizable findings.

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