THE EFFECT OF USING WORDWALL APPLICATION TO INCREASE STUDENTS' VOCABULARY AT THE 3rd GRADE OF SDN SETONOPANDE 1 KEDIRI

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Submitted to Fulfill One of the Requirements to Obtain

A Bachelor of Education Degree (S.Pd.)

In the English Language Education Study Program

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FACULTY OF TEACHER TRAINING AND EDUCATION

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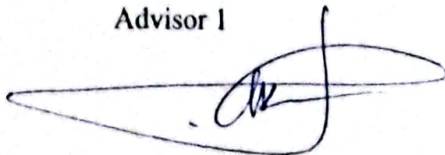Approved for Submission to the Committee of Skripsi Examination

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APPROVAL SHEET

SKRIPSI

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Kediri, 18 July 2025

Signed by,

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MOTTO AND DEDICATION

MOTTO:

"No matter what situation, just don't give up even if you feel like giving up"
(Mark lee, NCT)

DEDICATION:

I dedicate this skripsi to Maratul Inayah as the researcher, thank you for not giving up even when everything felt heavy. Thank you for wiping your own tears, for believing in yourself, and for choosing to stand tall no matter how tough it got. You did it, and you deserve all the love and pride in the world.

My beloved parents, Mr. Mucharom & Mrs. Roifah, thank you for your endless prayers, unconditional love, and every little sacrifice you have made so I could stand here today. You are my greatest blessings, my home, and the reason I always want to make you proud. This achievement is for you.

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ABSTRACT

Title: **THE EFFECT OF USING WORDWALL APPLICATION TO INCREASE STUDENTS' VOCABULARY AT THE 3rd GRADE OF SDN SETONOPANDE 1 KEDIRI**

Keywords: Wordwall Application, English Vocabulary, Young Learners

Vocabulary acqusition is very important for elementary students in learning English. Teachers can choose various methods and teaching media to introduce vocabulary, one of which is using digital tools such as Wordwall. Wordwall is an interactive online platform that offers game-based learning activities to attract students' attention and help them memorize new words easier. Based on the observation at SDN Ngampel 1 Kediri during the Kampus Mengajar 6 Program, the researcher found that many students had difficulties in understanding and remembering English vocabulary. This was shown by their inability to answer questions or explain things in English. In class, the teacher used textbooks as a teaching medium, which made the learning process less engaging and limited students' vocabulary development.

Based on these problems, the research questions formulated were: (1) How was the students' vocabulary ability before being taught using Wordwall application at SDN Setonopande 1? (2) How was the students' vocabulary ability after being taught using Wordwall application at SDN Setonopande 1? (3) Was there any significant effect of using Wordwall application on the students' vocabulary ability?

This study aimed to find out the effect of using Wordwall on students' vocabulary mastery. This quantitative research was conducted using a pre-experimental one-group pre-test post-test design. The research was carried out with third-grade students of SDN Setonopande 1 Kediri consisting of 27 students. To measure students' vocabulary mastery, the researcher used a test, and to analyze the data, the Wilcoxon Signed Rank Test and effect size calculation were applied.

The result of this research shows that the Wordwall application is an effective medium to improve students' vocabulary mastery. This is supported by the results of the pre-test and post-test, where the average score increased from 55 to 84.25, and 23 students achieved the minimum passing grade. The Wilcoxon test showed a significance value of 0.000 (< 0.05), and the effect size was 0.876, which indicates a large effect based on Cohen's criteria. Therefore, the use of Wordwall had a significant effect on increasing the students' vocabulary ability.

In conclusion, the use of the Wordwall application had a significant and positive effect on the vocabulary mastery of third-grade students at SDN Setonopande 1 Kediri. The interactive and game-based features of Wordwall made the learning process more enjoyable and engaging, which improved students' vocabulary in terms of spelling words, understanding their meanings, and using them in sentences. Therefore, it is suggested that English teachers consider integrating digital media like Wordwall in their teaching practices to enhance vocabulary instruction. For future researchers, it is recommended to expand the study by involving larger samples or different language skills to further explore the effectiveness of Wordwall in English language learning.

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CHAPTER I

INTRODUCTION

This chapter explains several things such as background of the research, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, significance of the research and definition of key terms.

A. Background of the Research

English is one of the most prominent languages learned in the world by people. It is called the international language, as for the role of influence for every nation significantly in the communication. This language is not only broadly learned as the second language, but also it depends on the people's preference in their life for learning. They have various purposes for learning English as their aims. For instance, English for business, English for tourism, English for business, English for proficiency, and English for academics (Harmer, 2007). English has generally been taught as a foreign language in Indonesia. The following levels of instruction have been offered: basic, middle, intermediate, higher intermediate, and advanced. It is frequently covered in the test as one of the graduation requirements.

In the foreign class, English is always taught about the communication abilities of the students. They have to learn 4 skills (reading, writing, listening, and speaking), and the language components (pronunciation, vocabulary, and structure) as emphasized by Alhaider (2023), who investigated perceptions of all four language skills in EFL during the COVID-19 era. The language components are needed to support their communication. So, both skills and language components must be taught to the students.

Realizing that English is a language used by most countries all over the world, it has become the subject that may be taught to elementary school students. According to *Merdeka Curriculum*, English language learning in elementary school aims to ensure that students can develop communicative competence in English with various multimodal texts (oral, written, visual, and audiovisual). Second, students are able to develop intercultural competence to understand and appreciate Indonesian and foreign cultural perspectives, practices, and products. Third, students are encouraged to develop self-confidence, so that they can express

themselves as independent and responsible individuals, while also developing critical and creative thinking skills.

English is an elective subject but has been taught from grades 1 to 6 at SDN Setonopande 1 Kediri. According to *Merdeka Curriculum*, English lessons in elementary schools have the status of elective subjects that can be taught at least from grade 1. Based on the *Merdeka Curriculum*, elementary level devided into 3 phase, A phase, B phase and C phase. Each phase has a different focus such as in A phase (1st and 2nd grade) students are focused on introduction to English and spoken English skills. While in B phase (3rd and 4th grade) students are focused on spoken English skills and in C phase (5th and 6th grade) students are focused on spoken and written English skills. However, according to *Permendikbudristek* No. 12 of 2024, English will be a compulsory subject starting the 2027/2028 academic year in elementary schools, MI, and equivalent. This curriculum allows schools to adjust English teaching to local needs and student contexts, thus providing flexibility in teaching methods and materials.

The fact in the field shows that many students still have difficulties in learning English. When the researcher participated in the Kampus Mengajar 6 Program at SDN Ngampel 1, the researcher had the opportunity to temporarily teach in the classroom. Through this preliminary research, she found that many students had very limited vocabulary. As a result, they have difficulty communicating such as answering questions or explaining in English. This makes them tend to be silent or use body language. Furthermore, students have difficulty understanding texts because many words are foreign to them. This can make them slow to read and lose interest in learning. In addition, lack of vocabulary also makes it difficult for students to understand the instructions given by the teacher. If the teacher gives instructions with words that students do not understand, they will be confused and do not know what to do. The cause of the problems above is the teacher's teaching method which only uses books as a teaching medium. Less interactive teaching media makes students less interested in learning English..

To solve this problem, teachers can use interactive teaching media such as songs, videos and website-based games such as wordwalls to attract students' interest in learning English vocabulary. Wordwall is an interactive online platform

designed to help educators create engaging learning resources. It allows teachers to develop a variety of educational activities such as quizzes, matching games, word searches, and more, which can be used to help students in mastering English vocabulary at elementary school.

Previous studies further underscore the efficacy of Wordwall applications in improving vocabulary mastery among students at various levels of education. For example, a study conducted by Zulva (2024) at SMPN 5 Salatiga used a quasi-experimental design to test the impact of Wordwall on eighth-grade students. The findings showed a significant increase in students' vocabulary comprehension after using the Wordwall application, as evidenced by an increase in the post-test mean score from 61.37 to 86.03. This study highlights the potential of interactive learning tools, such as Wordwall, to facilitate vocabulary acquisition through game-based activities that effectively stimulate students' motivation and concentration during the learning process.

In a related context, Nova, Sa'adah, and Weran (2024) used a library research method to analyze how Wordwall application supports vocabulary learning, particularly among high school students. Their findings suggest that Wordwall fosters contextual understanding by involving students directly in word exploration, allowing them to grasp meanings through engaging, real-time interaction. Additionally, Widhiatama and Brameswari (2024) examined the integration of Wordwall in university-level literature classes. Their quasi-experimental study found that gamified learning using Wordwall increased students' engagement and motivation, with measurable improvements in both cognitive and emotional participation. These cumulative findings affirm the pedagogical value of Wordwall as a flexible, effective, and student-centered digital learning tool for vocabulary enhancement.

Based on previous research, they focused more on increasing students' vocabulary in higher grades. There has not been much research examining the effect of using Wordwall application on improving vocabulary in lower grades of elementary school students, particularly in terms of spelling, understanding word meanings, and using words in sentences. Therefore, this reserach will focus on finding the effect of using Wordwall application in increasing students' vocabulary

at the lower grade level. The researcher noticed that some students still experienced difficulties in mastering vocabulary. When teachers provide material regarding vocabulary, they are still confused and have difficulty remembering it. When they were asked to mention some of the vocabulary requested by the teacher, many of them did not remember. Therefore, the researcher assumes that using interesting teaching media can attract students to improve the vocabulary of grade 3 students at SDN Setonopande 1 Kediri.

Based on the description above, this study aims to test the effect of the Wordwall application on the vocabulary mastery of third grade students at SDN Setonopande 1 Kediri. This study uses an experimental to assess the effect of the Wordwall application on students' vocabulary skills. It is hoped that these findings will yield valuable insights into the effectiveness of the Wordwall application in improving students' vocabulary skills and will contribute to the formulation of more effective English teaching strategies.

B. Identification of the Problem

Mastery of English vocabulary among elementary school students still faces many challenges and obstacles in the process. These challenges and obstacles are caused by several factors that can influence them in the process of mastering English vocabulary. These factors are the reasons why THE researcher took this topic for their research.

The first factor is limited vocabulary knowledge. Students' vocabulary knowledge is still very limited, making it difficult for them to understand and interpret texts effectively. The second factor is the need for innovative teaching strategies. There is a need for innovative and interactive teaching strategies that can enhance students' vocabulary learning and improve their overall language skills. The strategies that have been implemented by some teachers tend to be boring and less interesting so students' interest in studying the material decreases. Therefore, there is a need to update innovative and interactive teaching strategies to attract student interest.

The final factor is the potential of using Wordwall application as digital media in the teaching process. Digital media has recently become an alternative for teachers to increase student creativity in learning. In this era of globalization,

teachers and students are required to be active and innovative in the learning process. One of the learning media is the wordwall website.

Wordwall application is a web-based platform designed for the creation of interactive learning media. The application facilitates the development of a wide range of activities, including quizzes, matching exercises, pairing tasks, anagrams, random word generators, word searches, and grouping activities, among others. Although the Wordwall application has been recognized as a promising tool for improving students' vocabulary mastery, its effectiveness in this particular context requires further investigation.

C. Limitation of the Problems.

In this research, researcher use wordwall as a learning media to increase students' vocabulary at the 3rd grade of SDN Setonopande 1 Kediri. This research has several limitations. First, the study only take for 3 weeks, which may not be enough to see the long-term impacts on vocabulary acquisition. Beside that, this research only involved the 3rd grade students, totaling 27 students. This study focused on the effect of Wordwall as a learning media to increase students' vocabulary. The use of pre-test and post-test may not fully reflect the overall improvement of students' English communication skills. In addition, the characteristics and background of students at SDN Setonopande 1 Kediri may be different from other schools, thus influencing the research results. Finally, using Wordwall application as a learning media requires resources that may not be available in all schools, thereby limiting research replication.

D. The Formulation of Problems

Within the background, limitation, and identification of the problem above, the problem formulation can be taken as follows:

1. How are the students' scores before being taught using Wordwall application at the 3rd grade of SDN Setonopande 1 Kediri?
2. How are the students' scores after being taught using Wordwall application at the 3rd grade of SDN Setonopande 1 Kediri?
3. How far is the effect of using Wordwall application to increase students' vocabulary at the 3rd grade SDN Setonopande 1 Kediri?

E. Purpose of the Research

According to formulation of the problem, our purpose of the research is:

1. To know the students' score before being taught using Wordwall application to increase students vocabulary at the 3rd grade of SDN Setonopande 1 Kediri.

2. To know the students' score after being taught using Wordwall application to increase students vocabulary at the 3rd grade of SDN Setonopande 1 Kediri.

3. To know how far is the effect of using Wordwall application to increase students vocabulary at the 3rd grade SDN Setonopande 1 Kediri.

F. Significance of the Research

1. For teacher

It is hoped that this research can be a reference for teachers to find appropriate teaching media that can be used to increase students' vocabulary.

2. For the students

It is hoped that this research can become a reference for students to use appropriate learning media to increase their vocabulary.

3. For other researcher

It is hoped that this research can be a reference for those who want to conduct the same type of research.

G. Definition of Keyterms

1. Wordwall application

Wordwall is a web-based application designed specifically for the creation of interactive learning media. The platform empowers educators to develop a wide range of educational activities, including quizzes, matching games, puzzles, and word searches, that can be used effectively in a variety of learning contexts, particularly in the domain of English vocabulary acquisition. Wordwall provides many different templates that can be used to create interesting and interactive learning activities. By using interactive games and activities, Wordwall helps increase students' interest and motivation to learn. Wordwall also functions as an effective assessment tool, allowing teachers to assess mastery and understanding in student learning such as English vocabulary mastery through various types of quizzes and activities. Overall, Wordwall is a very useful tool for educators in creating a more dynamic and engaging learning experience for students.

2. English vocabulary

English vocabulary is a collection of words used in the English language. It includes various types, such as nouns, verbs, adjectives, and pronouns. These word types are essential components of students' vocabulary, especially at the elementary level, where students begin to learn and recognize different word classes to support their language development. English vocabulary is crucial in learning English because it enables students to communicate more effectively. Mastering English vocabulary helps students in understanding the context and meaning of the reading text. In this study, students' vocabulary refers to their ability in spelling words correctly, understanding word meanings, and using words appropriately in sentences.

3. Young learners

Young learners refer to children who are in the early stages of learning. In this study, the young learners referred to the 3rd grade elementary school students who are learning English vocabulary. Children at this age have limitations in understanding vocabulary and sentence structures, so they need to be supported with interactive and engaging learning media.

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